

EC-105 1

CSUF 1 → FNU  
92634

COURSE SYLLABUS

CHILD DEVELOPMENT 325: MIDDLE CHILDHOOD

FALL 1991 (sec. 3, 05902U)

T, TH: 10:00 - 11:15 a.m. in LH-304

INSTRUCTOR: DR. ELLEN JUNN, Ph.D.

OFFICE: EC-353; Child Development Main Office in EC-105

PHONE: 773-3740; Please leave your phone number and  
a message, and I will return your call.

OFFICE HOURS: T, Th 1:00-2:20 p.m. and by appointment.

I will always be available for you outside of  
class--just ask!

Course Catalog Description:

Prerequisite Psychology 101 or consent of instructor. Physical growth, personality development, and social participation during middle childhood. Patterns of cognitive growth and emotional adjustment. This course fulfills the Human Development requirement of the Multiple Subject Waiver program and is required for admission to the Multiple Subject Credential Program at CSUF.

Course Objectives:

This course involves an in-depth exploration of child development during the middle school-age years. Particular emphasis will be placed on a critical examination of current theory, research, and issues on a variety of topic areas; however, information of practical value will be presented whenever possible. Thus, upon successful completion of this course, it is hoped that the benefits you, as a student, will accrue will include the following: (a) You will be able to demonstrate mastery of the major theories, issues, and current research on child development during middle childhood; (b) You should demonstrate heightened insight, critical analysis, and process-oriented problem-solving skills in understanding and evaluating published research about children; (c) You should increase your collaborative, as well as written and oral communication skills through various course assignments; (d) You will improve your research, computer database, and library skills; (e) Hopefully, you might also enhance your own personal growth and awareness through more personalized course assignments; (f) You should deepen your understanding and appreciation of the complex issues that surround certain selected topics such as ethnic and individual differences, and others. So take heart, and be of good cheer--there's much to learn, but we'll do it together!

Course Teaching Methods:

The methods employed in this course are varied and were carefully and specifically selected to fulfill the objectives outlined in the section above. The instructional methods you will encounter in this course include the following: (1) traditional lecture format, (2) traditional classroom discussions, (3) structured cooperative problem-solving focus groups, (4) collaborative research project groups, (5) real-life observational and experiential learning situations, (6) some traditional objective testing, (7) personalized interview writing assignments, (8) focused journal writing assignments, (9) an in-depth collaborative research project paper assignment, (10) classroom demonstrations and role playing, (11) scheduled, individual meetings with the instructor, and (12) exposure to a number of classroom assessment techniques. By using a

Dr. Junn, C325 Middle Childhood Syllabus 2  
large variety of instructional and student evaluation methods, it is  
my hope that each of you will find something to love about this  
course and the material it covers!

Texts: (available at Titan Bookstore)

- (1) Santrock, J. W. & Yussen, S. R. (1992). Middle Childhood, 2nd edition. Dubuque, IA: Wm. C. Brown.
- (2) Schultz, F. (1991-92). Annual Editions: Education, 91/92. Guilford, CN: Dushkin Pub.
- (3) OPTIONAL: Gordon, T. (1971). TET: Teacher Effectiveness Training. This is a book describing communication methods. Two copies on reserve at the library on the 3rd floor.

Campus Resources:

You should be aware that there are a number of resources that are available to you as a student. They include the following:

(1) **Free word processing:** Computer Center, MH-44, 773-2198 located in the basement of McCarthy Hall. This facility has computers and printers that may be used by students, free of charge, for word processing (IBM's with Word Perfect and Microsoft Word and MacIntosh machines available). You must, however, purchase your own 3-1/2 inch high-density disk for the IBM machine or a 3-1/2 inch double density disk for the Mac. Optional laser printing is also available by purchasing laser tickets at the bookstore for about \$.40 per page. Students assistants should be available for your questions. Hours open are: Mon-Fri=7am - 10pm, Sat/Sun = 10am - 9pm.

(2) **Mastering test-taking:** Learning Assistance Resource Center, Library-38, library basement, 773-3488. The LARC provides workshops to help students improve their test-taking skills and strategies and to help reduce test-taking anxiety

(3) **Improving writing skills:** Writing Center, H-528, 773-3650. The Writing Center provides help for students who may require individual assistance in organization and writing skills.

Academic Dishonesty:

Cheating, plagiarism, and other forms of academic dishonesty are very serious offenses and will not be tolerated (e.g., cheat sheets, copying off others' exams, furnishing answers to others, passing exam information to other classes, turning in someone else's written work as your own, etc.,). Professors try to be vigilant about these practices; however, if you, as a student, have personal knowledge of ongoing problem behaviors such as these, you should know that you may contact the instructor. The penalty for students who engage in academic dishonesty is a stiff one: the student will receive a failing grade, be reported to the appropriate University committee to face charges, and have a letter included in their permanent student file. So please be smart, and be honest at all times! (See pages 106-7 of the 1991-92 CSUF Catalog for more details on University policy.)

Withdrawal Policy:

In compliance with new University policy, students may withdraw from any class during the first 20 days of the semester without any penalty. However, withdrawals after that time shall be granted for "only the most serious reasons" and "must be documented by the student" before securing the approval of the instructor and the department chair. (See UPS # 300.016)

Course Requirements:

- (1) **Exams:** There will be a total of three exams (2 exams and a final) covering the material presented in class and from the required readings. The exams will be noncumulative and will consist of a combination of multiple choice, true-false, fill-in's, and short answer/essay items. Detailed study guides will be made available to students prior to exams. Each exam will be worth 100 points.
- (2) **Major collaborative observational research paper with optional peer editing assignment:** A substantive research paper based on observations of middle school age children will be conducted using a collaborative group format. See additional handouts for more details regarding this two-part assignment. The paper is worth 150 points, with 5 additional extra credit points added to the paper if it has been peer edited (the peer editing assignment is described on another handout that will follow later).
- (3) **Personal enrichment written assignment:** This is a personalized, writing assignment based on individual recollections and experiences designed to promote individual self-reflection, as well as build connections between actual experiences and current research and theory. The assignment is explained in an additional handout. This assignment is worth 25 points.
- (4) **Individual research group meeting with the instructor:** Each research group will be required to meet individually with the instructor outside of class sometime during the sixth week of classes to maintain progress on the project.
- (5) **Cooperative focus groups and class participation:** Students will have the opportunity to participate in and become actively involved in organized, cooperative support/problem-solving focus groups during class sessions.
- (6) **Attendance:** Daily attendance is expected and essential to succeed in this course. Student attendance will be recorded and duly noted by the instructor.
- (7) **Extra credit points:** Extra credit points may be earned in all of the following ways: in the form of additional questions on the exams (30 points), by electing to complete the daily focused journal writing assignment described in another handout (5 points), or by finding another student in the class and doing the optional peer editing assignment for the research paper also described in another handout to follow (5 points for the student who serves as a peer editor and 5 points to the paper reviewed).

How to Succeed in this Course:

We will cover a great deal of fascinating, detailed, and sometimes difficult material in this class. I want you to do well, so please take the following suggestions seriously as you prepare for the course:

- (1) Attend all classes and take organized, detailed notes (always noting concepts and ideas written on the board);
- (2) Read over the relevant readings before coming to class, then later, re-read the same material but with more effort following class;
- (3) Rewrite and reorganize your class notes, highlighting important

Dr. Junn, C325 Middle Childhood Syllabus 4  
points and concepts; (4) Take organized notes from the readings and try and integrate them with your class notes wherever possible; (5) As you go over your notes and readings, constantly stop and ask questions, rephrase material in your own words, and think of examples from your own experience that relate to important concepts and ideas or apply the information you learn to your own daily life in some meaningful way; (6) Make flashcards with an important term or idea on one side and the definition or explanation on the other side; (7) Form study groups and quiz/teach each other; (8) Deliver "mini-lectures" of your own to others; (9) Make up many memory tricks to aid in your recall; (10) Study frequently and regularly (e.g., review notes and readings at least two or three times each week), rather than waiting until the last few days before the exam; (11) Participate and get involved during class sessions by asking questions of the instructor, each other, and by adding your thoughts and insights; (12) And most of all, just plain try and get excited about the course and the material and have some fun along the way while you learn!

#### Grading Policies:

Grading will be on a straight scale as specified below:

Total points possible = 475 (not including any extra credit)

Final course grade:	A	90% - 100%	+
	B	80% - 89%	
	C	70% - 69%	
	D	60% - 69%	
	F	59% and below	

Late papers will lose 20 points for every day late and must be turned in to the instructor, in person, or be signed and dated by a departmental secretary or staff member to receive credit.

Make up exams will not be permitted unless a student can provide and substantiate extreme and/or emergency-related circumstances that would warrant special consideration. It will be the student's responsibility to contact and inform the instructor, before the exam date or in as timely a fashion as possible, in the case of an unforeseen emergency.

#### TENTATIVE COURSE SCHEDULE:

<u>Date</u>	<u>Topic</u>	<u>Santrock Text</u>	<u>AnnEd Rdg#</u>
T, Feb 4	Introduction to the Course		
Th, Feb 6	Developmental Issues & Theories	Ch.1(1-22)	#2,4
T, Feb 11	Intro to PsycLIT Computer Database		
Th, Feb 13	Methodology & Ethics	Ch.1(23-43)	#5
T, Feb 18	Methods & Ethics cont'd *** RESEARCH GROUP TOPIC DUE IN CLASS ***		
Th, Feb 20	Physical Development	Ch.3	
T, Feb 25	Learning & Motivation	Ch.4	#8,11

Th, Feb 27 Free in class time for research project

T, Mar 3 Piaget & Cognitive Development Ch.5 #45,46  
(outside instructor group meetings begin this week)

Th, Mar 5 Piaget cont'd

T, Mar 10 \* \* \* EXAM I \* \* \*

Th, Mar 12 Information Processing & Memory Ch.6

T, Mar 17 Reading & Learning Disorders Ch.7, Ch.12(336-7)

Th, Mar 19 IQ & Intelligence Ch.8

T, Mar 24 Understanding Diversity #25,28,29

Th, Mar 26 Schools & Schooling Ch.12 #12,31

T, Mar 31 Teachers & Teaching #13,15,21

Th, Apr 2 Gordon's TET Method bk on reserve #41

Apr 6-10 \* \* \* SPRING BREAK!!! ENJOY!!! \* \* \*

T, Apr 14 \* \* \* EXAM II \* \* \*

Th, Apr 16 Play & Friendship Ch.10 #24

T, Apr 21 Peers & Sociometry Ch.11

Th, Apr 23 The Family Ch.9 #10,32

T, Apr 28 Parenting & Discipline #22

Th, Apr 30 Divorce & Stepparenting

T, May 5 Divorce cont'd  
(\*\*INTERVIEW PAPER DUE IN CLASS\*\*)

Th, May 7 Personality & Identity Ch.2(59-65), Ch.13

T, May 12 Sex Role Development Ch.14

Th, May 14 Moral Development Ch.15 #27,36  
\*\*\*RESEARCH PAPER DUE IN CLASS\*\*\*

T, May 19 Moral Development cont'd #18,19,20

\* \* \*FINAL EXAM: in class, Tuesday, May 26, 9:30-11:20 am \* \* \*

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## REVISED C325 SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Text</u>	<u>AnnEd</u>
Th,Mar 12	*** EXAM I ***		
T, Mar 17	Information Processing & Memory	Ch.6	
Th,Mar 19	Reading	Ch.7,Ch.12( 336-7 )	
T, Mar 24	Reading cont'd & Learning Disabilities		
Th,Mar 26	IQ & Intelligence	Ch.8	
T, Mar 31	Understanding Diversity		#25,28,29
Th,Apr 2	Schools & Schooling	Ch.12	#12,31
T, Apr 7	Teachers & Teaching		#13,15,21
Th,Apr 9	Discipline & Gordon's TET Method	bk on reserve	#41
Apr 13-17	*** SPRING BREAK!!! ENJOY!!! ***		
T, Apr 21	Discipline continued		
Th,Apr 23	*** EXAM II ***		
T, Apr 28	Play & Friendship	Ch.10	#24
Th,Apr 30	Peers & Sociometry	Ch.11	
T, May 5	The Family & Parenting	Ch.9	#10,22,32
Th,May 7	Divorce & Stepparenting ***INTERVIEW PAPER DUE IN CLASS***		
T, May 12	Personality & Identity	Ch.2( 59-65 ),Ch.13	
Th,May 14	Sex Role Development	Ch.14	
T, May 19	Moral Development ***RESEARCH PAPER DUE IN CLASS***	Ch.15	#27,36
Th,May 21	Moral Development cont'd		#18,19,20
* * *FINAL EXAM: in class, Tuesday, May 26, 9:30-11:20 am * * *			

CHILD325 - MIDDLE CHILD DEVELOPMENT

2-4-92

Dr. Ellen Junn

OFFICE EC 353

PHONE 773-3740

HOURS 1-2:20 T,Th and by appt

SECRETARY EC 105 phone 773-3861

NOTES: 2-13

FIVE ISSUES QUIZ:

- 1) Answer C; Nature/Nurture question, answer C = 50/50. Nativist - genes/biology/Nature versus Empiricist - environment - Nurture.
- 2) Answer B; Moral character of human being: a=seething caldron (medieval religious view), b=neither, blank slate "tabula rasa", John Locke, c=noble savages, Jean Rouseau.
- 3) Answer A; Continuous/Discontinuous Development: graph of continuous with development on the vertical axis and time on the horizontal change is depicted as a straight line at 45 degrees; discontinuous is depicted as a stair-step. continuous is said to be quantitative (a change of amount) versus discontinuous which is qualitative (a change of type/kind).
- 4) Answer B; Is the child basically active vs. passive (eg., learning by discovery versus being molded); active = Piaget, Montesorey schools versus Passive = lecture, students as empty pails.
- 5) Answer B; Stable versus Unstable traits; once you have it as a child, you will always have these traits (Nativist/genes).

NOTES 2-18-92:

Credential program: 1. good GPA minimum 3.02. experience: elementary public school 3. multi-cultural experience, eg., Anhm school 70 languages spoken 4. interview, 15 minute cold interview---score number: enthusiastic, calm, relaxed, reflective, don't talk about kids in passive sense (not to be molded), prepared to talk about self (work/academic/goals), dress for the interview. 5. auto-biographical statement---address x,y,z---looking of how you package yourself, what sets you apart. find out that you can write . . . 6. letters of reference.

Being well informed: Associations and conferences: eg., Feb 27-28

DR 2/13

Dr. Ellen Junn, Child Development Department,

Focus Support Group Exercise: Methodology

Below are 8 questions you should answer before coming to class. During class, your group will have a short amount of time to formulate answers to one of the questions (that I will select) to present before the rest of class. I will then randomly select one (or more!) person(s) in your group to be spokesperson! SO BE PREPARED! Good luck & have fun!

1. Dr. Dodo decides to collect data about, Sammy, a very aggressive preschooler. He suspects that Sammy's aggressive behavior becomes worse after watching cartoons. He watches Sammy in class for the day and makes the three different entries below:

*handwritten*  
ENTRY #1: "S is bored with the story time activities and he wanders over to the media area and begins watching a violent cartoon. Another teacher notices S at the TV and turns it off. S suddenly becomes incredibly hostile and aggressive towards other nearby children and the teacher. It is clearly evident that S's rage and aggressiveness are the direct result of his viewing of the cartoon." - Narrative observations

Check  
list

ENTRY #2: Aggressive Beh.

Instrumental: III = (60% overall)

Neutral Beh.

I = (10% overall)

Prosocial Beh.

Hostile: III = (30% overall)

ENTRY #3: 9:00-9:05 = S looks bored

9:30-9:35 = S watching TV

10:00-10:05 = S hits neighboring child, throws toys

(a) For each of the above entries, what methodological technique has Dr. Dodo attempted to use? (b) What are the problems/advantages of each?

2. You are a researcher interested in studying whether or not adults who were sexually abused as children performed at a lower academic level in school. Can you design an experiment to study this question? Design a reasonable study (retrospective or prospective) that might address some of these issues.

3. What is a standardized test? How would you develop a test of reading ability? Are there any dangers of standardized testing? Explain in detail.

4. You have heard of a recent study that found that the correlation between levels of lead poisoning and learning disabilities in children was,  $r=+.89$ . What does this mean? Be specific. Would you be worried? Explain.

5. You are a researcher interested in whether placing earphones with music near the bottom of a pregnant mother's abdomen will cause her fetus to change position and face head-down to orient closer to the music. (a) Design the experiment. (b) What are your IV's, DV's, and control group?

6. Suppose you want to study motor development from infancy to 12 years of age. You decide to collect data at the following ages: 1, 5, 7, and 12 years. Diagram pictorially how you could do this using (a) a cross-sectional design, (b) longitudinal design, and (c) a sequential design. Discuss the advantages and disadvantages of each of the three research designs.

*✓ event sampling - record behavior for previously specified  
vignette - Vignette*

Joe Bustillos  
Child Development 325  
Methodology Handout, part one

1. (a) ENTRY#1 = Narrative observation = a written exhaustive record (write down behavior) objective (no judgement)  
ENTRY#2 = Check list; simple enumeration of behavior  
ENTRY#3 = Time sampling; a record of behavior at specifically determined intervals or Event sampling; record behavior for previously specified event - vignette
- (b) impossible to conduct without subject knowing that he's being observed; unnatural setting; ethics of recreating some of the circumstances that elicit family conflicts.
2. [Joe] no---not an experiment, the action (sexual abuse) either did or did not take place in the past and the question is its cumulative result. It is not necessary to recreate or observe the event. To conduct a study on such a question one would gather a cross-section of data on victim's of abuse, academic records, SAT scores. Care must be taken to factor out differences based on economic or ethnic factors.

	<u>Methodology</u>	<u>Advantage</u>	<u>Disadvantage</u>
1.	Observation	discovery.	experimenter bias; very time consuming.
2.	Case Study: Indepth detailed description of particular person or event.	more details = more depth of understanding.	lacks generalization abilities; privacy issues.
3.	Interview	ask very specific question may elicit more honest answers; can pick up on body language; can elaborate on question; may save time vs. observation; can get into on behaviors that are difficult to observe.	cannot interview those who don't speak language (infants); prone to subject bias (subj. gives socially accepted response); maybe intimidating on subjects; they may lie; too personal to talk with stranger; time consuming.
4.	Questionnaire	mass audience; rapid return; anonymous = truthful; can go cross-cultural with	questions may not be understood or agree with the way question is worded;

	translation; use to study undesirable behaviors.	experimenter bias; non-representative sample; more difficult to do followup.	
5.	Clinical Method. allows for better communication; new info; more subject input. (1) trained clinician, (2) flexible probing interview-- different for each.	wider range of info - breadth not depth; getting to source of info fastest; know what to look for.	expensive; training/time; hard to generalize; no focus; bias experimenter.
3.	<p>[JOE] A standardized test is an attempt at an objective academic evaluation based on characteristics relative to those of a large group of similar individuals. Standardized tests often do not account for individuals who come from different social/economic/ethnic backgrounds. Standardized tests basically test the individual's ability and familiarity with the test itself.</p> <p>Components: representative subject; items on test that distinguish subject to high, medium and low ability</p> <p>Disadvantage:  - doesn't account for multi-cultural situations; doesn't reflect ability; may create stigma by labeling people.</p>		
4.	<p>Correlational Technique --- mathematical/statistical technique that determines the degree of relations between two variable of interest; The number = the strength of correlation; a higher number is stronger; plus or minus is direction of relationship (+ = same direction; - = opposite); "r" = the correlational co-efficient.</p> <p>Disadvantage: can't draw causal references; can't assume cause and effect.</p> <p>[JOE] Question #4: Not good---according to the statistical number there is a great correlation between lead poisoning and learning disabilities in children (+1.00 would be a one-to-one correspondence). Personally I would not be concerned---childhood exposure to lead poisoning has typically taken place in substandard or poverty level environments. As a prospective teacher this is a great concern, the economic center of the nation bobbing dangerously low these days.</p>		

5. Experimental Method: [JOE] (a) Need a sufficient number of participants in the experiment and control group---so many hours for so many days . . . the IV is the music, the DV is the position of the fetus, and the control group are those mother's who are given headphones but without their knowledge no music is played.

- IV = independent variable - of interest that is manipulated by the experimenter (eg., music).
- DV = dependent variable - measure of the outcome or behavior - dependent on the IV (eg., changing position).
- experimental group, gets the IV (babies with music)
- control group, doesn't get the IV, or ineffective IV, to guard against the placebo effect. Double blind = subject and experimenter are not told.

#### **EXCURSIS: THE SCIENTIFIC METHOD**

1. Hypothesis - ID the problem
2. Plan - design the experiment (IV, DV, control groups, type of analysis, statistics)
3. Locate Subj - random representative sampel of willing subjects.
4. Collect Data - Analysis, statistics
5. Conclusions - Publish!!!
6. Theory - fitting facts into larger whole
7. Promote Human Welfare!!!

Joe Bustillos  
Child Development 325  
Methodology Handout, part two

Handout question 5:

EXPERIMENTAL  
METHOD

ADVANTAGE:  
promote human  
welfare; replicate  
study; draw cause and  
effect inferences;  
statistical precision  
- quantifiable; more  
accurate because of  
controls

DISADVANTAGE:  
1. time/money  
2. disprov own  
hypothesis  
3. expensive  
4. unskilled design  
of experiment  
5. subj. bias,  
experimenter bias  
6. ethical  
considerations  
7. somethings cannot  
be studied using  
experimental method.  
8. cannot randomly  
assign subj. to IV  
conditions.

QUASI-EXPERIMENT:  
find subjects  
with IV of  
interest; CONTROL  
= do everything  
similar to IV  
group except for  
the IV of  
interest (eg.,  
cigarette  
smoking)

ADVANTAGE:  
draw cause and effect

DISADVANTAGES:  
study is only as good  
as the experiment's  
design; hard to find  
perfectly matched  
groups (IV's and  
control groups).

Handout Question 6:

[JOE] longitudinal is graphic in a horizontal axis, cross-  
section is vertical, and sequencial is a combination of the  
pair; disadvantage=time and cost.

CROSS-SECTIONAL  
group of kids at  
various ages.

ADVANTAGE:  
- time and money  
efficient.  
- can do several  
groups at once.

DISADVANTAGE:  
1. cohort effect =  
group shares same  
cultural/societal  
experiences -  
generational  
2. no data about  
individual  
differences.

LONGITUDINAL:  
one age group  
over a span of  
time.

ADVANTAGES:  
1. Data = stable -  
same group of  
subjects.  
2. Info on individual  
differences.

DISADVANTAGES:  
1. time and money  
2. subject attrition.  
3. practice effect -  
they know the test.  
4. non-representative  
sample.

SEQUENTIAL:  
several age  
groups over the  
years.

ADVANTAGES:  
can check for all the  
previous problems.

DISADVANTAGES:  
1. time/labor/money  
2. complicated  
statistical analysis.

Dr. Ellen Junn, C325

PHYSICAL DEVELOPMENT IN MIDDLE CHILDHOOD

- I. Background information:
  - A. Current statistics-
  - B. Historical trends—"secular trend", menarche
- II. Sex differences:
  - A. Growth spurt-
  - B. Primary and secondary sex characteristics-
- III. SES, Ethnicity, and Heredity?
- IV. Psychological Effects of Maturation:
  - A. Boys vs. girls-
  - B. Long term vs. short term effects-

LEARNING THEORY

- I. Classical Conditioning-Pavlov
  - A. Definition-association of 2 stimuli with one another
  - B. Concepts:
    - 1. Unconditioned Stimulus (UCS)-reflexive stimulus  
Unconditioned Response ~~UCR~~-reflexive response
    - Conditioned Stimulus (CS)-neutral stimulus
    - Conditioned Response (CR)-learned response
  - 2. Stimulus generalization vs. stimulus discrimination-
  - 3. Stimulus Pairing:
    - a. forward-
    - b. backward-
    - c. simultaneous-
  - C. Limitations?
- II. Operant Conditioning-Skinner
  - A. Definition-associating behavior with consequences of behavior
  - B. Concepts:
    - 1. reinforcement
      - a. positive-
      - b. negative-
    - 2. punishment-
    - 3. primary vs. secondary reinforcement-
  - C. Schedules of reinforcement:
    - 1. continuous-
    - 2. partial or intermittent:
      - a. fixed ratio (FR)-
      - b. variable ratio (VR)-
      - c. fixed interval (FI)-
      - d. variable interval (VI)-
    - 3. extinction-
    - 4. shaping-
  - D. Limitations?
- III. Social Learning Theory-Bandura
  - A. Definition-learning based on modeling and imitation
  - B. Evidence?

MOTIVATION

- I. Achievement motivation research and theory:
  - A. What is it? How is it measured?
  - B. Intrinsic vs. extrinsic motivation & token economy-
  - C. Some factors influencing achievement:
    - 1. parental attachment relations-
    - 2. home environment-
    - 3. parental interaction/discipline-
    - 4. parental expectations and sex differences-
    - 5. learned helplessness effect-

Joe Bustillos

Child Development 325

**PHYSICAL DEVELOPMENT IN MIDDLE CHILDHOOD**

I. Background info:

A. Current statistics- 6 yrs = 3.5 ft. 50 lbs. mean  
12 yrs = 5 ft. 100 lbs. average

B. Historical trends - "secular trend", Menarche. James Tanner - secular trend = increase in height/weight of humans over last 200 years. Eg., onset of menstruation = during 1800's - late 17yrs. versus current 12-14 years. Height: Medieval

current 6 yr. = 3' 2" 50 lb.      12 yr. = 5' 1" 100 lb.       $\rightarrow$  mean average

- this shows - secular trend = increase in height/weight  
of humans over last 200 years

onset of menstruation = 1800's late - 17 yrs.  
current 12-14 "

ht = middle class less than 5'  
poor & urban colonists 5'

possible? ① Nutrition ↓ & ② Healthcare ↗:

universal immunization of children

③ Hybrid Vigor = genetic differentiation -  
broadening gene pool

Growth Spurt - Prepubertal Growth Spurt - teenage  
growth = 10 1/2 yrs. (affects long bones... awkwardness)  
3 inches per yr.

boy's = 12 1/2 yrs.  
4 inches per yr.

Robertson

## — Development of Sex hormones

- testosterone
- progesterone
- estradiol

- 1. Inhibit growth
- 2. develop & priming/secondary sex characteristic

- primary = internal - maturation  
- secondary = external - visual

## III Differences

Higher SES = kids tend to do better

inv  $\leftarrow$  poverty

Ethnicity -  Asian - smallest ht/wt/natural  
caucasian =

African/Amer. largest / but differences  
are greatest between parents.

Even common SES = difference along  
ethnic lines. 80% influence of  
ht/wt/nat by Ethnicity.

## IV Psychological Effects

Johns Longitudinal Study - top/bottom 6%

maturity - do they mature differently

short term  
- early mat. girls / boys positive,  
terrible - mixed uncomfortable noise / confidence  
phys coordinated

late maturation girls / boys  
better - mixed

↑ extremely bad!!  
less popular less friendly  
less masculine / fd

long term effects - different experience.

boys n: 30's

30's | late mat = still less social skills / successful  
stranger identification

girls

late mat = more satisfied - but mixed

best = boys mat. early  
= girls on time.

## LEARNING THEORY

3 classes / theory about learning

### I. Classical Conditioning

→ Ass. of 2 stimuli, w/ each other - involuntary  
reflexive learning

reflex



Food  $\rightarrow$  Salivation

training

$$\boxed{\text{CS}} + \boxed{\text{UCS}} \rightarrow \text{multiple}$$

BELL

Food

conditioned  
response



## Cognitive Development & Piaget

### I. Piaget's Theory of Cognitive Development (4 stages)

- A. Biographical info
  - 1. "genetic epistemologist"
- B. Concepts
  - 1. schema
  - 2. assimilation
  - accommodation
- C. Theoretical assumptions
  - 1. theoretical, not simply descriptive approach
  - 2. child as active
  - 3. invariant sequence of qualitatively different stages
  - 4. universally true
  - 5. training is futile
  - 6. ages are only approximate

### II. Achievements of the Concrete Operator (7-11 years)

- A. Conservation
  - 1. Definition
  - 2. 7 types (#, length, continuous liquid quantity, mass, wt, area, volume)
  - 3. Logical arguments or justifications offered
    - a. identity
    - b. reversibility
    - c. compensation
  - 4. Problems
    - a. Piaget under attack
    - b. Horizontal decalage
- B. Class-inclusion task
- C. Decrease in egocentrism, shift to allocentrism (3 mountains task)
- D. Rule-governed activities
- E. Metacognition
- F. Social cognition

### III. Limitations of Concrete Operational Thinkers

- A. Difficulty with abstract thinking
- B. Hypothetical-deductive reasoning (4 beaker problem)
- C. Inevitability of hypothetical-deductive reasoning?
  - 1. impact of formal training
  - 2. cross-cultural evidence
  - 3. a compromise?

### IV. Summary and implications for education?

## C. Limitations

- ① it's reflexive -
- ② positive form of learning
- ③ only provides for limited set of possibilities

## II. Operant Conditioning - Behaviors

- associates behavior w/ reward/punishment - consequence  
shape form = bucket.

### B. Concepts

#### 1. reinforcement

a - positive

b - negative

stop ongoing ..."

#### Principles response-theorians

look at output / look at environment

don't care about motivations

cont / increase behavior

introducing "positive state of affairs - remove negative state of affairs - e.g., "if you do X, I'll

#### 2. punishment = decrease behavior

## 3. P & S

primary = stimulus some unlearned / innate drive  
anger/thirst/hunger

secondary = required that have become associated  
w/ primary, Reinforcement

water's praise = being provided for

### c. Schedules of R.

How you ~~are~~ delivering r/p

- ① continuous = all the time ! every time
- ② partial/intermittent:
  - a) Fixed ratio =  $\rightarrow$  number of responses FR-10 exactly # of trials - specific amount
  - b) variable ratios about # of trials - on average VR-10 fixed interval  $\rightarrow$  time

FI-10 (minif) # = see until the  
Variable interval = VI-10 averages out to 10

best for maintaining behavior  
MacDonald's employee  $\rightarrow$  FI  
customer  $\rightarrow$  FR

---

3. Extinction = removal reinforcement until behavior disappears

4. Shaping = initiating a new behavior =  
rewarding using successive approximations  
closer & closer

- continuous = starting new behavior

4A. Token Economy = reward humans w/ tokens/chips  
for desired behavior  
extrinsic reinforcement (external) - took it  
intrinsic " (internal) good feeling

→ Danger: replacing extrinsic reward for intrinsic reward

Behavior modification

Institution  $\rightarrow$  ① organism is more active - decide to not go w/ behavior  
② assume that having only fixed place if you're rewarded/punished

## IV - Social learning theory - Bandura

Bobo doll = learn by imitation model

Aggressive behavior to Bobo

get candy = did behavior

take away candy = didn't

no instruction = mimic behavior

RED MOTIVATION

CHILDHOOD - 3/5

Schacter 1982 - 3 Exams



Stimulus generalization

CR spreads to other similar CS  
e.g. salivation to other bells (50 Hz)

75 Hz

Stimulus DISCRIMINATION

CR not to other SS

- to tones & not lights
- to 75 Hz & not to 50 Hz

Stimulus pairing - CS UCS

- ① FORWARD UCS BELL MEAT CS
- ② BACKWARD CS MEAT BELL
- ③ SIMULTANEOUS BOTH

most effect in  
least "

I. MOTIVATION:

social learners, something learned Piaget-born with B. intrinsic motivation--I motivation extrinsic --external motivation C. 1. bond emerges in infancy between parent and child--child with secure attachment=higher need to achieve, higher intrinsic motivation. 2. home; toys=home care 3. parental inter/disc; parent's encourage independence=higher motivation to achieve; warmth parents=higher achievement; parents democratic styles of discipline=h. a.; 4. parental expectation & sex difference; mid-western parents: Math-boys, Eng-girls, sports-boy; boys doing well in eng can do well in math too; girls doing well in eng cannot do well in math, not a universal norm; china/japan---boys and girls both do equal levels-----> EXPECTATIONS=SELF-FULFILLED PROPHECY;

girls: doesn't do well in math---assumed doesn't do well 'cause can't do well---> no attribute

boys: doesn't do well in math---assumed has it internally ---> attribute can do it.

5. learned helplessness; Martin Seligman; escape behavior--dogs; learning that nothing they do has any effect---3 groups, one box; (1) light, shock, button off; (2) light, shock, no button off; (3-control) light, no shock; escape box: (1) light, jumps to free zone, before shock; (3-control) light, shock, jump to free zone; (2) light, shock, learned helplessness. COGNITIVE DEVELOPMENT & PIAGET

A. Biographic info: 1. "Genetic Epistemology": general, special knowledge concerned with how knowledge is possible; p. using biological techniques. C: Assumptions---cognitive development from infancy to adolescence; four major stages: (1) theoretical (not mere description) of how development works; (2) believes in the active child; born wanting to know; (3) invariant sequence of differences in the various stages---qualitatively different, sequence never changes (4) universally true;

(5) has to come from within the child---training futile

(6) ages are only approximate; sensory motor; 0-2 preoperational; 2-7 concrete operational; 7-11 formal operation 11ff

II. Achievements of Concrete Operator (7-11

yrs) (operations=mental rules of logic used to manipulate info) A. conservation tasks:

1. definition: the amount or quantity of X must remain the same despite superficial changes in appearance and movement 2. 7 types

3. logical arguments or justifications

a. identity: it's the same identical substance, haven't added/subtracted anything b. reversibility: can mentally reverse the operation c. compensation: being able two dimensions simultaneously (eg., ht. and width)

4. Problems a. Piaget under attack: 5 yr-olds; board in front---agreed, til board dropped (pre-op: ego-centric---concentrates only on obvious) b. Horizontal decalage: French term meaning gap---gaps in children's acquisition of conservation

of tasks---learn the same concept in different domains in the same stage

B. Class-inclusion task: 6 wooden beads; 4 white/2 black; more white than black (yes), more white beads than wooden (no); (pre-op would concentrate on most salient fact----"more white beads than wooden beads?" yes)

C. Decrease in egocentrism (inability to take into account other perspectives), shift to allocentrism (objective, external frame of reference)---3 mountains task (paper-mache three different mountains child seated on one side, doll on the other-- select picture of what you/doll sees (pre-op=same picture) concrete=different pict.

D. Rule-governed activities

E. Metacognition: ability to understand or kn about thinking processes---metamemory & metalingualF. understanding and kn of social phenomenon (self, others, friendships and social institutions)A. Difficulty with abstract thinking--- difficulty imagining hypotheticals, (eg., third eye and placement); Hypothetical deductive = scientific reasons; not for concrete-opsNot true for all cultures---hypo/deductive reasoning promoted by training-- discover it on their own.....

# EXAM I : C325 Middle Child

There are 15 multiple-choice @ 3 pts = 45 pts  
16 true-false @ 2 pts = 32  
5 fill-in @ 1 pt = ~~5~~ 5  
1 essay = ~~100~~ 100  
10 extra credit fill-ins + 10  
110

NOTES: ① Lecture notes very important!  
~ 60% from class

② Rewrite/reorganize class notes & textbook notes

③ Make flashcards of terms

## LECTURE/CLASS INFO

(1) Know 5 major issues in class (e.g., Nature vs Nurture; moral nature, etc.)  
- know all terms, concepts, names on board

(2) Methodology = VERY IMPORTANT! (e.g., correlation, experiments, etc....)  
- know all 9 methods, advantages & disadvantages, & research design in detail

(3) Physical Dev

- know historical trends, sex, ethnic, SES differences & psychological impact

(4) Learning Theories

- know all 3 major theories (Classical, Operant, Social Learning) & all terms  
- be able to apply concepts (e.g., UCS, UCR, stimulus discrimination, FR, VR...)

(5) Motivation

- know research & factors & terms involving motivation

(6) Cognitive Dev

- know Piagetian theory, terms, research on cogn dev & achievements in detail.

## EXT BOOK

### CHAP 1: Intro

- know "Hist. Account" & "Modern Study" (p. 9-12)  
- know "Social Policy" (p. 13-17)  
- know "Cross Cultural" (p. 17-18)  
- know "Issues" (p. 19-22)  
- know "Science Base" (p. 23-37)!

CHAP 2: Biol = SKIP CHAPTER for Now!

### CHAP 3: Phys. Dev

- know "Phys. Dev. in Early Child" &  
"Brain & motor dev" (p. 71-75)  
- know "Middle & late child" and  
"World's Children" (p. 80-81) and  
"Nutrition & exercise" (p. 81-85)

### CHAP 4: Learning & Motivation

- know entire chapter basically  
- pay attention to "Motiv" (p. 119-122)  
- " " " " " " Ethnicity" & Box 7.1 (p. 124)  
\* - skip "Habituation" (p. 110-111)  
\* - skip "Infant Imitation" (p. 115-116)

### CHAP 5: Cogn Dev & Piaget

- know entire chapter & terms!  
\* - skip "Adolescent Egocentrism" (p. 150)  
\* - skip "Beyond Formal Oper." (p. 152-153)  
- know "Vygotsky" (p. 154-159)

ANNUAL EDITIONS READINGS) You should read/skim entire article first, then go back & take notes on sections specified below!

#2 = know major goals/issues

#4 = (p. 19) historical trends/reforms from 1895-1980

#5 = (p. 21-22) Gallup Poll results on 6 priorities

#8 = (p. 50-1) "Teacher as political agents"

#11 = (p. 62-3) "New Nationality Influ" & "The Way Out"

#45 = (p. 229) "Teachers" section

#46 = SKIP ENTIRELY!

## ESSAY 1 essay, 18 pts

On methodology & design

KNOW TERMS & CONCEPTS

3-17

TEST REVIEW:

scanntron: multiple/T-F: 33

8. d: vi2, variable interval--- reward about every two months
17. stage theory = quantitative stage
21. Bush summit: national standardized testing!!
24. teachers need to develop political support grps: true!!

fill-ins:

1. animism
3. empirist
4. van dura

extra-credit

1. Piaget interview process: clinical method
3. dehidration
7. forward pairing
8. horizontal de collage

MEMORY AND INFORMATION PROCESSING: IP (chapter 6)

IP = new theory, outgrowth of computer science. 1950's, human cognitive ability like info processing---flow of information, like flow charts.

- I. Atkinson/Shifian --- Multistore Model of Memory - multiple store houses of memory - 3 storehouses:
  - (1) sensory register [SR],
  - (2) Short term memory [STM],
  - (3) Long term memory [LTM]

Lots of data in SR not into STM---control process used to keep info in STM loop---some moved to LTM, test-taking LTM back to STM.

MEMORY AND INFORMATION PROCESSING: IP (chapter 6) 3-17 page 2

**SR:** sensory info, memory bank for each sense (vision, hearing, smell, taste, touch), two studied, visual/hearing.  
**char:** icon (visual) & echo (hearing)

**STM:** conscious working store house

**LTM:** library, (1) organized, to find anything you have to know where you put it (2) must actively process info in STM before it will store it in LTM (use organization!).  
**Exception:** flash memory, eg., Kennedy assassination, Challenger accident: vividly detailed memory with emotional evocative event.

**DURATION:** 15 milliseconds (icon), 2 seconds (echo) --> 1 sec.

**SIZE:** storage, extremely large - allows you to select and store only the most important information; eg., blinking --- icon allows for visual continuity, echo - hearing across the room.

**DURATION:** 20 seconds

**SIZE:** 7 +/- 2 chunks (george miller, measure of STM, meaningful unit)

**SIZE:** unlimited

3-19

MEMORY AND INFORMATION PROCESSING: IP (chapter 6)

[SR]→[STM]→[LTM]

control processes --- mnemonics --- memory

games/strategies/tricks.:

- 1) **rote rehearsal** - repeat fact over and over; least effective technique.
- 2) **organization** - using LTM feature - pre-organize.
- 3) **semantic elaboration** - expanding on new information in a meaningful way ---- relating new to old info; eg., acronyms (HOMES = 5 great lakes); rhymes . . . 1492.
- 4) **imagery** - forming a mental picture relating new info to old info
  - a) **method of loci**: effective on concrete concept, not abstract items.

**How about Middle Childhood?**

- 1) **Storehouse?** yes
- 2) **mediation deficiency** vs. a **production deficiency**?
  - m** = not capable to do mnemonics
  - p** = capable but not instructed on using mnemonics**evidence** = 1) rote, yes, %10; 2) organization, yes; 3) semantic elaboration; 4) imagery, yes early childhood suffered from ...
- 3) **metamemory**: knowing about your thinking processes; better assessment of mental capabilities - developed in middle childhood years. No correspondence between knowing memory and memory improvements.

**READING:**

- I. **Stroop phenomenon**: inability to selectively attend to the color over words ("Yellow" word in blue ink); reading is highly practiced --- difficult to not read words ---- robert crouder 1982.
- II. **50,000 years** - first markings, pictures, cave drawings.
  - A) **Writing Systems**:
    - 1) **Egyptian** 3,500 B.C.
    - 2) **Chinese** 2,000 B.C.
  - B) **Classification**:
    - 1) **Logographic system**: one symbol to coorespond to entire word (heiroglyphics/chinese; Japanese, kanji)
    - 2) **Syllabic** - one symbol = a single syllable (Japanese, Kana)
    - 3) **Alphabetic** - one symbol = one sound; phoneme = a smallest units of speech sound; english 34 sounds, hawaiian 11 sounds . . .

**III. Reading Skills:**

- A) good visual/auditory skills
- B) letter discrimination skills, Elenore Gibson, "Perceptual Differentiation Theory" child must be able to distinguish distinctive features, any cue that differentiates one form from another
- 3) letter order, eg., ON NO
- 4) detail in words, eg., truck,track,trick
- 5) match sounds, "S" sounds like SSSS
- 6) blending sounds, (English not consistent, german is: "S" = sweet, sure; "C" = cat, circle; "O" = boy, hot)
- 7) semantic processing --- understand the meaning for words
- 8) syntactic processing --- sentence usage
- 9) pragmatic processing --- social usages
- 10) Inherential processing --- ability to deduce info not explicitly stated (eg., "do aardvarks have hearts?" yes, aardvark = animal, animal = hearts therefore ...)
- 11) Reading strategies: adopt appropriate reading strategies.

**IV. Reading Behavior**

- 1) pre-reading: open book make up story, discriminate individual letters, understands words but not correspondence

C325: Learning Disabilities

## I. Dyslexia

A. Definition- language-specific disorder

B. Symptoms &amp; diagnosis-

C. Frequency in population-

D. Causes:

1. genetic?

2. neurological/morphological- temporal lobe &amp; hemispheric lateralization; LH=language, analytic; RH=artistic, wholistic

3. other factors suggested?

E. Treatments/interventions-

*Left hemisphere*

## II. Attention Deficit Hyperactivity Disorder (ADHD):

A. Definition- 8 of 14 symptoms for at least 6 months, excluding obvious changes such as divorce, trauma, etc.,

*X*

## Appendix A

*DSM-III-R Diagnostic Criteria for Attention-deficit Hyperactivity Disorder*A. A disturbance of at least six months during which at least eight of the following are present:<sup>1</sup>

- (1) Often fidgets with hands or feet or squirms in seat (in adolescents, may be limited to subjective feelings of restlessness)
- (2) Has difficulty remaining seated when required to do so
- (3) Is easily distracted by extraneous stimuli
- (4) Has difficulty awaiting turn in games or group situations
- (5) Often blurts out answers to questions before they have been completed
- (6) Has difficulty following through on instructions from others (not due to oppositional behavior or failure of comprehension), e.g., fails to finish chores
- (7) Has difficulty sustaining attention in tasks or play activities

- (8) Often shifts from one uncompleted activity to another
- (9) Has difficulty playing quietly
- (10) Often talks excessively
- (11) Often interrupts or intrudes on others, e.g., butts into other children's games
- (12) Often does not seem to listen to what is being said to him or her
- (13) Often loses things necessary for tasks or activities at school or at home (e.g., toys, pencils, books, assignments)
- (14) Often engages in physically dangerous activities without considering possible consequences (not for the purpose of thrill-seeking), e.g., runs into street without looking.

B. Onset before the age of seven.

C. Does not meet the criteria for a Pervasive Developmental Disorder. (APA, 1987, pp. 53-54)

<sup>1</sup> A criterion is considered to be met only if the behavior is considerably more frequent than that of most people of the same mental age. The items are listed in descending order of discriminating power based on data from a national field trial of the *DSM-III-R* criteria for Disruptive Behavior Disorders.

B. Brain morphology-

C. Treatments

1. methylphenidate (Ritalin)-
2. other-

3/26

Dr. Junn, C325: Intelligence & IQ:

I. What is it?

- A. Historical and background info/definitions

II. How is intelligence measured? **Psychometrics-**

A. Important concepts in test construction:

- 1. reliability- test yields consistent results
- 2. validity- test measures what it intended to measure
  - a. concurrent- corr. w. other indep/related tests
  - b. predictive- corr. w. future related tests
- 3. factor analysis- stat. identification of item clusters/factors
- 4. sample and score distributions- normal bell curve w. mean=100
- 5. aptitude vs. achievement tests- pot.ability vs. knowledge

B. Important researchers:(see text too)

- 1. Binet and MA- age-graded scale
- 2. Stern and IQ=MA/CA x 100
- 3. Spearman- "g"=general ability and "s"=specific ability
- 4. Thurstone- 7 PMA's
- 5. Guilford- 120 factors
- 6. Cattell & Horn- developmental theory
  - a. crystallized intelligence- life experience knowledge
  - b. fluid intelligence- prob. solving proc.dep. on nerv.sys
- 7. Others (e.g., Gardner=7 Mult.I; Sternberg=3 Triarchic theory)

III. Types of IQ tests:

A. Infant IQ tests

- 1. Gesell DS, Bayley SIDS, others (e.g., K-ABC)- 2mos.to 30 mos.

B. Child/Adult IQ tests

- 1. Stanford-Binet-
- 2. Wechsler tests (WISC-R=6-16, WPPSI=4-6, WAIS-R=adult)-

IV. Stability of IQ?

- A. Infant DQ and child IQ? Explanations?
- B. IQ throughout childhood/adulthood?

V. What do IQ tests predict?

- A. Academic achievement?
- B. Occupational status?
- C. Life satisfaction (Terman data)?

VI. Factors influencing IQ:

A. Heredity?

B. Environmental factors?

- 1. health/nutrition-
- 2. community-
- 3. home/parent interaction-
- 4. ordinal position-
- 5. SES and ethnicity-

C. Test bias-

- 1. Chitling Test-
- 2. Raven's Progressive Matrices Test-

VII. Conclusions?

3-26

INTELLIGENCE & IQ

## I. What is it?

A. Historical and background info/definitions.

## II. How is intelligence measured?

**psychometric---standardized test****intelligence chapters---**

A. Important concepts in test construction:

1. reliability- test yields consistent results

2. validity: does it test what it says it tests?

Dependent on definition--- types of validity:

a. concurrent---how your test relates to other tests (your test get 100 other test Valei get 100=good).

b. Predicted: does it predict what will happen when child becomes 20.

3. Factor analysis: statistical identification of item clusters/factors, statistical method allows to id item clusters (items closely related)---the cluster is called a factor

4. Sample and score analysis: gaussian curve, normal bell shaped curve--- average = 100, IQ over 120-130 = gifted.

5. aptitude vs. achievement: IQ = to us, aptitude, innate ability vs. achievement---what you do know (IQ, SAT, GRE = apt vs. CBEST, NTE = achievement).

B. Important researchers:

1. Binet and MA-age-graded scale: 1st test, Benei, talk to teachers, selected out high,medium,low intelligence tested to discover factors that separated out the three levels; adult interview (one-to-one) test to determine Mental Age (m.a.)---mental age of 5 for 10 year-old is low, but for a 3 year-old it would be high, therefore:

2. Stern and  $IQ = MA/CA \times 100$  or M.A. divided by C.A. times 100 = I.Q. (C.A.=chronological age).

Used factor analysis to find clusters to find general intelligence, XXXX developed P.M.A.= 7 primary mental abilities, gilford (67)---120 types of intelligence--&gt; can be intelligence in one area]]

Crystallized and fluid intelligence; c: kn./abilities acquired thru life/school experience; fluid: processes dependent on nervous system:

different types of IQ tests (including infant IQ test)  
DS=developmental schedule; 2 - 30 months, Bayley infant IQ test;  
is there a correlation between infant IQ and adult---]  
Stanford-Binet: 2 years to adulthood; Wechsler tests: test with  
more visual spatial; WAIS adulthood . . .] is IQ stable.  
Developmental Quotient---no direct correlation between high child  
results and adult responses] cognitive abilities=intelligence  
(verbal); baily test totally different; testing real young once=  
habituation...; is IQ stable? It depends; does IQ predict  
academic progress? ]]

Elem

IQ + current grades =  $r = +.50$   
IQ + grades =  $r = +.70$   
IQ + future grades =  $r = +.73$

3/31/92

IQ and happiness: 1500 kids, 800M, 700F, fewer lower birth weight, talked/walked/entered puberty sooner... less than 5% men were maladjusted (less than national average), marriage same frequency, 90% college enrollment, 75% grads with B.A. (1922 group)---well educated, 4x wealth, success!]] Women achievement=strong father involvement]]

Heridity:]]

IQ=potential ability---nativist sees heridity---to test use Twin studies (identical twins) because they share the exact same heridity; data: ID twins together = +.86; ID twins separated = +.74; sibs together = +.55; fraternal twins = +.53; unrelated children = +.30; Adoption studies: adoptive child and biological parent = +.35; adoptive child and adoptive parent = +.09 ---> later moves to +.16; Animal studies: rats yes]] environmental factors:

health and nutrition---

1. preventable form of children retardation: FAS (fetal alcohol syndrome)]] 2. poor communities have children with lower IQ test scores]] 3. warm/responsive nuturing parents, more structure/predictability, age appropriate toys (variety) associated with higher IQs; verbal democratic with openly set limits; fathers who are highly involved.]] 4. ordinal position: first born shown to have higher IQ than the others (huge sample)---more expected from first born, parent's paranoid; 5. SES=best single indicator, better if mom works (especially for girls); ethnic differences: yes, Asian, White, Others---SES factor and test bias]]

C. Test Bias

1: chitlin' test; typical Stanford-Binea---some of these kids are culturally bias---developed by middleclass white males for white middleclass persons 2. Raven's Progressive matrices Test: non-verbal, graphic recognition test-- IQ scores are not necessarily test of potential; reflection of hour when test is taken; don't predict future outcome; SES biased (Socio-economic Status)

## Diversity: ]]

1. race? = Biologically based; Old days: white: caucazoid, black: negroid; yellow: monoloid; today=nine or more; S.J. Gould rejects talking about race because race from genes; genes are mobile]] nationality? different countries, different definition. U.S.= where you were born; France where grandfather's from.]] ethnicity? Usually self-ID with racial/cultural group---totally self-image; asian decent could consider themselves as "American" . . . ; "Hispanic" made up by gov't grouping anyone from Spanish-speaking country.]] US=very unusual---essentially immigrant country: original "Americans"--indians are forgotten; (probs)

## 2. Research?

a) not much done; Eurocentric standard bias --> results --- pathological to other ethnicities, focus on problems reflects problematic nature: research question; subject selection (lower SES areas, to get concentration); assumption of ideal; problem wothlevel of assimilation).

Congratulations! You are now a 10-year-old member of the G or Gibberesean culture. Read over the instructions along with the diagram and carefully follow them as I start this exercise. DO NOT SHOW THIS SHEET TO OTHER STUDENTS WHO ARE MEMBERS OF THE N CULTURE.

As your instructor, I also happen to be Gibberesean, and I will be speaking in a pretend, made-up language called "Gibberish". You are to pretend that you also know "Gibberish" and you should act as if you understand everything I am saying in front of class.

It is important that you try and do all of this as seriously as you can without laughing too much if possible, even when things get silly.

You only have to know the 9 vocabulary words below. You should speak the words below when appropriate and the rest of the time, you can make up your own gibberish and pretend that you understand other Gibbereseans by nodding and smiling to other students with the letter G. You should not be overly friendly to the students from the N culture. Try and memorize the 9 vocabulary words listed below now.

#### GIBBERESEAN VOCABULARY:

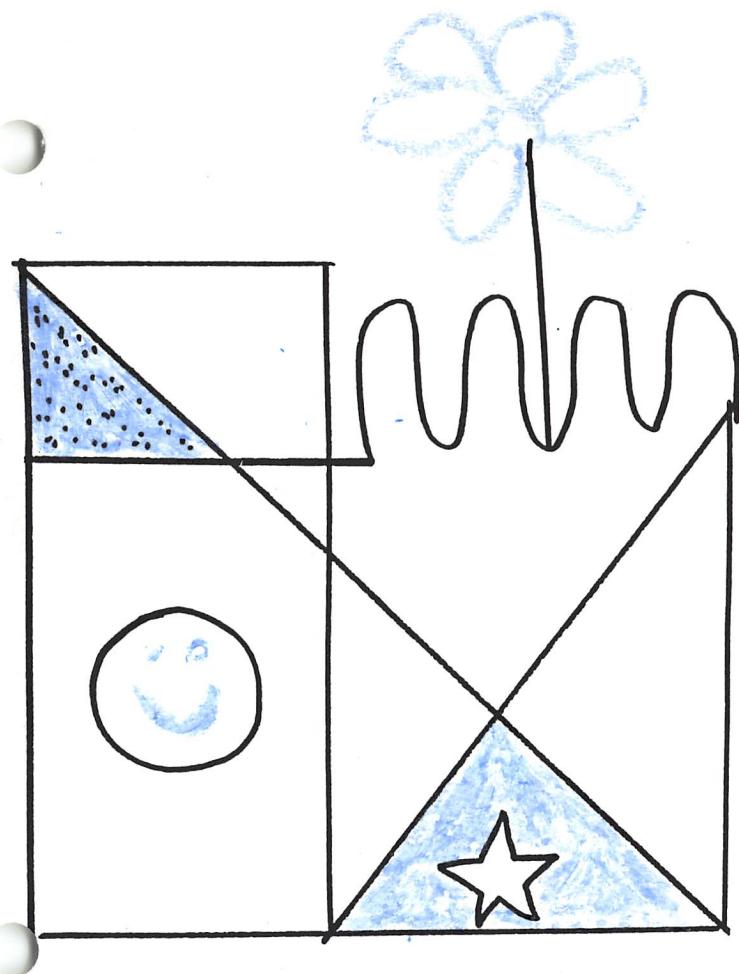
- (1) "Bleepers?"="Hi! How are you doing?"  
When someone says this to you, you should wave at the person and say, "Bloopers!"
- (2) "Bloopers"="Fine! Just dandy!"  
You should wave and say this when someone else says "Bleepers?" to you.
- (3) "Godibble"="good!"  
When someone's work gets a "godibble", you should show some sign of positive approval (you could applaud, smile, nod, also say "godibble", etc.,)
- (4) "Bahdosh"="bad" or "wrong".  
If someone gets a "bahdosh", you should show signs of disapproval (such as sneering, laughing, shaking your head, pointing or taunting with more "bahdosh").
- (5) "Zim"=means "very"; so "Zim godibble"="very good!"  
"Zim badosh"="very bad/wrong"
- (6) "Bing"="yes"
- (7) "Bong"="no"
- (8) "Ubberdoober?"="Do you understand?" "Are you following?"
- (9) "Tintanky"="Thank you"

OK, this is the scene, I will begin the class speaking Gibberish and ask you to select a crayon from the pack.

1. You can pick any color, except green colored crayons.
2. I will begin by saying, "Bloopers?" You respond with, "Bleepers" and wave and smile.
3. Next I will speak in Gibberish telling you how to color your diagram: You should do the following sequence of things when I say the specific cue below:

- (a) "Dottydoobahcoor"-color in the dotted section with your crayon
- (b) "Smallyfaschandraw"-draw a smiley face in the circle
- (c) "Mockadazeenow"-make a daisy on top of the straight line
- (d) "Rundastarbleplaz"-color only around the star in triangle section

Remember to reinforce other Gibbereseans by saying "Bing", "Godibble", "Zim godibble" or showing approval in other nonverbal ways. Either don't respond to the N culture members or signal your general disapproval at their ineptness and failures as they try and color.



## 04-07 NOTES:

### DIVERSITY: (AGAIN)

#### research:

assimilation/success/identity: worked on in adolescent years.])

#### 3. Application?

- a) "melting pot" vs. fragmentation: balkinization.
- b) social relativism: totally accepting (extreme), no connected social ethics/values; it can't be all or nothing at all; Dr. Duster, 1972 Berkeley everyone admitted, 1989 3,500 freshmen spots 20,000 applicants, 4,000 4.0 students---competing for limited resources. c) reworking curriculum and pedagogy; content and teaching style; 2056 over 50 percent student not from European heritages---results, elementary practice, one heritage a week, ends up showing fragmentation, needs to show commonalities;]) pedagogy---lecture: passive method; there are other ways, active techniques (cooperative technique) better for ethnic students.])

### SCHOOLS AND SCHOOLING: ]]

#### I. HISTORY: ]]

##### 1/3 of waking life

1870, 200 schools, less than 50 percent enrollment, 2 percent graduate, compulsory education: 80 percent graduate, 50 percent go to college, major push in U.S.: wanted to teach values, language, history of U.S.; two functions: 1) teaching basic skills, 2) schools as a socializing agent---lately concern for native americans/ethnic groups.])

#### II) Effects:

1. **Cognition:** does it help; researchers go to where there's no formal training (Peru, villages), kids who went to school did better at standard tests of perceptual processing (test questioned because schooled student may have been used to that kind of test); school better able to group things together/organization (school better taxonomic organization, knife, fork, spoon; unschooled: knife, sissors, axe---functional organization); logic abstract reasoning (taught skill); math;])

#### III. Successful Schools:

- 1) **academic emphasis:** teachers had well defined and high expectation of students; regularly assign homework (collect, check, feedback);]) Proactive structuring (lesson plans), less time doing administrative busy-work.]) 2) **Classroom management:** Authoritative: very democratic, set limits with explanations and reasons (vs. permissive (what ever goes) or vs. authoritarian (you do it 'cause I say so)); clear system of rewards and punishments, emph on rewards, intrinsic rewards (praise, pride), must be firm in following the rules (read Gordon's TET); must follow through rather than send to principal's office; must not use corporal punishment!; emphasis on success rather than failures (the Amanda Pig Award); Emphasis on democratic interchange (teacher isn't the soul power, allow student voices);]) 3) **Teacher & adm.:** got along as team=success; open communication, supportive, committed collegial]) 4) **school size:** success re: academic = no

relation/difference (personal academic preception greater in smaller schools); social = makes a difference---bigger schools greater extra-curricular activities (symphonies, etc.), but smaller schools demand greater student involve therefore more general public involvement (fewer lost students); 3) 5) Junior high; **puberty separation** (K-6,7-9,10-12); does research support success; academic = no relation/difference; social = no success---made it worse, over-emphasis the chang, puberty fear; lower self concepts; less involved in clubs, percieved themselves as less integrated;

4-09-92

### Successful Schools

5) Spatial arrangement---"action zone"---front and center toward the back; need to move around during lecture or students every month or six weeks. 6) Money; not correlated to success; success dependent on teacher involvement---what happens in the classroom---minor role. 7) class size; in general, very complicated issue, different SES/class subjects . . . , homogeneous middle/upper middle SES all subjects 20-35 students generally no negative effect; low SES/different ethnicities= 20-35 makes a difference; subject matter (math/reading)= 20-35 makes a difference; culturally dependent---> Chinese/Japanese can successfully teach math to +50. 8) class structure:  
a) traditional: teacher to student - emphasis on acquisition of basic skills b) open classroom: not "schools without walls" eg., movable walls; British (Piaget) based, allows children to work on project of their own choice independently, self paced, but must covered all subjects; communication from student to student; emphasis on creative and cooperation c) cooperative learning: like "open" but instead of working individually students must form groups---must mix students (motivated/unmotivated, high/low learning); grade linked to group performance; d) collaborative: generating new knowledge vs. cooperative which deals with known knowledge; generating new theories---done in papers not classroom; ]]  
which is best:

average SES child---traditional for math/reading (old study); cooperative even for math/reading in newer studies; above average students=open; learning disabilities/ethnics/language difficulties=cooperative; ADHD---> attention deficiency hearing disorder=traditional needs structure; Social basis = cooperative; most social problems = traditional; MUST CONSIDER USING COMBINATION . . . Dr. Maria Montonyo Harmen BENEFITS: increases student interaction; racial interaction improve; results in stronger more varied friendships; self-esteem up; grades go up; improves gender/race relations (must mix groups across genders and ethnic groups); only works when everyone knows the rules (basic etiquette) DOWNFALLS:

- 1) over-emphasis on competition between groups---resentment
- 2) scapegoating: child lowest performing pulls down the grade of the group---solution: pre-test so that student graded on level of improvement
- 3) sometimes discourages conformity---must rotate leader role]]

### III. TEACHERS]]

a) teacher expectations: assigned by teacher on students (specific); study: children given I.Q. test reported to teachers about ten students with high potential which were chosen from random group---expectations change; later I.Q. test improve 40 points---all because of expectations: "Pygmalion Effect"; 1-2 stronger short-term gains---more dependent on constant feedback, therefore little long term benefit; 5-6 long-term gains, self-congnition ----  
always have high expectations; have high positive and attitudes.

tailor skills to students need; better parent involvement=success]]

B) operant conditioning:

1) positive reinforcement---study=number of time, teachers is less than 6 percent 2) token economy: reward system; can back fire---overshadows intrinsic motivations

IV) SES, Race, Gender...

white middle SES bias---think; observe elem. class knowing about bias---how does teacher act.

## HUMANISTIC CLASSROOM DISCIPLINE & GORDON'S TEACHER EFFECTIVENESS TRAINING

### I. Review of research evidence on styles of classroom discipline & effects

A. Effective disciplinary procedures of successful teachers include:

1. Warm, involved, and, genuinely caring teachers.
2. Implementing clear, explicit, reasonable, and well-defined rules and policies, coupled with specific and logical consequences and explanations for misbehaviors.
3. A focus on open, honest verbal communication for disciplinary infractions
4. Reliance on firm and immediate enforcement of misbehaviors (without involving authority figures such as a principal)
5. Refraining from any form of corporeal punishment (NOTE: Corporeal punishment is not legally permissible in California's public schools.)
6. An emphasis on rewarding successful, desired behaviors, rather than a focus on punishing failures.
7. Fostering an atmosphere of supportive, democratic, flexible, and openly receptive interchange between teacher and students
8. Maintaining high expectations and optimism about student abilities and behaviors.

B. The above characteristics describe a type of disciplinary style known as **Authoritative Discipline**. This style has been repeatedly shown to have a host of multiple positive outcomes, such as promoting students' social skills, academic performance, school satisfaction, rapport with instructor, and student self-esteem. (NOTE: These same effects have been found to generalize for parents who use authoritative discipline with their children!) **Authoritarian discipline**, while often effective in maintaining classroom control has fewer positive outcomes and more potential for problems. **Permissive** disciplinary styles are associated with the poorest outcomes.

### II. Intro to Gordon's TET technique-examples, exercises, and role playing

A. Recent humanistic strategy based on clinical therapeutic skills that focuses primarily on the development of communication skills and conflict resolution (similar to Authoritative style).

1. Myths about "good teachers"
2. Assumptions of TET:
  - a. Child is worthy of respect and consideration.
  - b. Child is a separate, unique individual.
  - c. Child is fully capable of active problem-solving.
  - d. Interdependence and mutual needs meeting is vital.
  - e. Teacher must relinquish concept of unilateral power.
  - f. Absolute rules and total consistency are not required.

flexibility

B. The concept of "problem ownership:

① If a student owns the problem ---> active listening

a. 3 simple steps:

- (1) Listen for the child's underlying feelings.
- (2) Reflect the feelings back in simple language.
- (3) Validate the child's feelings or try again.

b. Additional suggestions/considerations:

*allowing accept their feelings  
purpose - get child to understand feelings*

② If the teacher owns the problem ---> I-message

a. 3 simple steps:

- (1) State the problem behavior.
- (2) State how it makes you feel.
- (3) State the specific negative consequence of the behavior on you.

b. Additional suggestions/considerations:

③ If student and teacher share the problem ---> No-Lose Method

a. Some important prerequisites:

*Plan through*

b. 6 straightforward steps:

- (1) Define the problem.
- (2) Generate solutions--freely brainstorm.
- (3) Evaluate solutions--no losers!/active list/I-messages
- (4) Select a solution.
- (5) Work out specific implementation details.
- (6) Periodically reassess success of solution.

④ When there is a "values collision" ---> act as consultant

a. 4 steps (primarily for older children and adolescents):

- (1) Get "hired" before beginning.
- (2) Prepare with facts, information, etc.
- (3) Share info succinctly; use active list/I-messages
- (4) Leave the decision with the student.

C. Additional Hints and suggestions:

III. Additional effective supplementary disciplinary techniques:

- A. Attend more to good behaviors; use lots of positive reinforcement.
- B. Use logical and natural consequences-
- C. The response-cost technique-
- D. The incompatible response technique-
- E. Time-Outs-
- F. The self-instructional method-
- G. Be a model and select a model-

## ACTIVE LISTENING

1. I hate school! I hate my teacher! I never want to go back!
2. Why do we have to go to these stupid assemblies?
3. What's the use of studying for exams--it never helps me!
4. I hate being in the play--everyone else gets neat costumes.
5. My teacher let me read to the whole class today!
6. I hate recess--Billy's always there!
7. I don't want to go to the party--I think I'm getting sick.
8. I'm tired of doing these worksheets--I already know how to add.
9. I want to go back to my old school--everyone already has friends here.

## I-MESSAGES

1. Two students are talking and giggling in back while Jimmy is sharing with the class during show-and-tell.
2. You learn from your principal that your class has terrorized the substitute teacher while you were out sick.
3. Your class' group project wins first prize at the science fair.
4. Your students have a gleeful food fight on the bus that you requested and signed out for their field trip to a local museum.

## ANSWERS: Active Listening

1. It sounds like you're really, really upset about something terrible that happened at school or with your teacher.
2. You sound like you really dislike/hate/despise the school assemblies for some reason.
3. You seem really frustrated/down about your grades on some exams.
4. You seem to be unhappy about/or dislike your costume for the play.
5. How exciting! You seem very happy and proud about being chosen to read for the other students in your class.
6. You seem worried/scared/upset about seeing Billy during recess.
7. You seem nervous/worried about what might happen at the party.
8. It sounds like you're bored/frustrated with the math worksheets and that you want to try something a little more challenging/new.
9. It sounds like you're feeling lonely/left out/and having a harder time finding new friends at this school.

## ANSWERS: I-Messages

1. When you talk and giggle while someone else is trying to share with the class, it makes it hard to concentrate and hear, and that makes me and the rest of the class feel frustrated and left out.
2. I was told by the principal that you gave your substitute teacher a really hard time while I was out sick. I know that it's easy for things to get out of hand when I'm not here, but I want you to know that this made me feel extremely bad/upset/ashamed because the principal was angry with me; disappointed/let down in the class because I know what great students you really are; and sad for the substitute teacher who was really only trying their best.
3. Hurray!! Our class won first prize in the science fair! I am so thrilled/excited/proud/happy because this shows that all of us can work hard and cooperate together as a team.
4. I was surprised/then upset/angry/disappointed in the food fight (even though it might've seemed like fun at the time), because now the bus and your clothes are a mess, and I am responsible for you and for cleaning up the mess before returning the bus, and trying to explain this to the principal and maybe even parents too.

4-21 chn

low achievers:

SES-

difference of language\dialect,  
difference of ethnic values,  
learned helplessness,  
teachers separation,  
peer pressure,  
inappropriate curriculum,

" " instruction: not cooperative/collaborative,  
parental involvement,

\*\*\* handout 4/21 \*\*\*

Gordon's parent effectiveness training (PET) dealing with conflicts; 8 myths: calm, never bias, hide own feelings, accepts all student equally, stimulating, consistent, knows all answers, support other teachers B. the concept of "problem ownership"

1. active listening.

b. additional suggestions/considerations:

genuine accept their feelings;  
purpose - to get child to understand feeling;  
genuinely interested in helping child/don't start process;  
don't internalize child's feeling;  
respect their privacy and consideration;  
serious difficult (abuse) required by law to report to

2. I-statements:

additional:

get in-touch with his own feelings;  
have all 3 components;  
can only used with some control, if furious I-message comes off as accusation; only work if you have rapport with class;  
use I-message for praise also;

3. No-lose method:

pre-req:

must be competent in active-listening and I-messages;  
must be totally convinced that no one, students and teacher will lose; set aside ample time;

### III. ADDITIONAL

A.

B. natural conseq--> what naturally follows; logical (action to avoid natural conseq) C. removing privilege

D. reinforce opposite response

E. physically remove child from setting---cool down time, not punishment F. have them tell you what was wrong, why it was wrong, and how to correct/avoid G.

# C325: EXAM II STUDY GUIDE

15 multiple-choice (2 pts)	= 30
18 true-false (2 pts)	= 36
9 fillins (1 pt)	= 9
3 essay	= 25
10 extra credit	= 10

## ESSAYS

- ① Intelligence & IQ
- ② Diversity
- ③ Gordon & alternative discipline

## TEXTBOOK

### Chap 6: Info. Processing

- know IP & Memory (p. 166-177)
- skip "Higher order Processes" (p. 178-181)
- know diff betw "Experts & Novices" (p. 181-193)
  - individual differences

### Chap 7: Lang

- know "Lang. Rule Syst" (p. 201-4)
- skip (p. 204-216) - too young ages for middle childhood
- know "Literacy & Bilingualism" (p. 217-224)

### Ch 8: Intelligence & IQ (Know ALL!)

- know test construction, measurement, types of tests & theories of IQ (p. 231-240)
- know heredity, environ, culture (p. 241-248)
- know retardation, gifted, creativity (p. 249-252)

### Chap 9: Schooling

- children's schools, know (p. 310-314)
- skip "early childhood educ" (p. 314-323)
- know elem. sch, classroom, teachers, SES, & ethnicity factors (p. 323-331)
- know special needs children (p. 332-337)

## CLASS INFORMATION

### Memory:

- know Multistore Model in great detail
- know dev. changes/theories on memory
- know all terms!

### Reading:

- know historical & writing syst. inform.
- know 3 teaching methods & effectiveness
- know skills required for reading
- know children's reading behaviors
- know dyslexia in detail
- know ADHD as well!

### Diversity

- know all terms
- problems with ethnic research
- teachers & diverse populations

DETAIL IS IMPORTANT!!! Espec. Class  
Study class info carefully!!!  
know all terms, theories, studies.  
Make careful notes of readings, text, & class info.

Study with others, several times!

## ANNUAL EDITIONS

#12 - (p. 69-70) = know Carnegie Task Force report

#13 - (p. 72-4) = know all criteria for Teacher National Board certification

#15 - (p. 81-86) = know assumed "gains" in teacher prep. & improvement

#21 - (p. 118-119) = know pointers in designing classroom

#25 - (p. 130-132) = know demographics on poverty & race

#28 - (p. 147-150) = know 5 main arguments

#29 - (p. 151-156) = Read entire article, & the focus on reasons for low achievement.

#31 - OMIT - SORRY, TYPOGRAPHICAL ERROR

#41 - (p. 203-205 & p. 209) = know 3 types of research on teaching & value for teachers

## Sch & Schooling

- historical info, know
- know successful sch. factors (all!)
- 3 types of classroom structures, know
- know teacher effects/expectations
- know operant techniques & teaching
- know effects of SES, race, sex, etc.
- know Gordon's TET & alternate forms of discipline

## Intelligence & IQ

- know historical background/pioneers
- know test construction & all terms
- stability of IQ? Predictability? know
- Factors influencing IQ? know
- Test bias & problems, know

child notes 4-28-92

**PLAY AND FRIENDSHIPS:**

I. definition: very import. functions: Katherine Garvey: four characteristics (1977):

- 1) fun/pleasurable activity,
- 2) intrinsically motivated,
- 3) end-in-itself/for the pleasure of it,
- 4) active engagement.

II. Theories:

A. Psychoanalytic theory (Freud, Erickson): direct connection between play and emotional development (children play to cope/development/etc). Eg., child and doll and fear of the dark---->habituation. Erickson: if there is a link, use play to analyse child---why, familiar activity, if link readily comes out:

1. Play technique (Meloney Kline), give dolls to younger children and tell us a story; if troubled, it will come out in their play.
2. Game technique; middle child, using regular game, eg., checkers.
3. Squiggle technique; art therapy, paper, therapist draws squiggle, asks child to make up story using a squiggle

B. Skill Building Theory:

1. Motor/physical skills
2. Cognition skills
3. Social skills

## child notes 4-30

### II. Theories

#### B. Skill Building Theory:

##### 2. Cognition:

a. listened to story

a. art

c. fantasy play

d. sociodramatic play. I.Q. improved with fantasy play and sociodramatic play versus listening to story---active interaction

3. Social Skills: eg., 3/4 years-old playing phone conversation; complex social info; cross-cultural phenom; Harry Stack Sullivan, brit, two stage theory of soc. development:

1) juvenile (5-8) - learning to get along with other kids,

2) preadolescence era (9-11) - have first best-friend, chumship, thinking about what's best for their chum, more sensitive to others; close friend and being more pro-social---correlation, find a friend become more pro-social (?)

THEREFORE, play is good, need more elements in pedagogy ...

## FRIENDSHIP

eg., farmer's letter, lonely life...

I. **functions:** represents social and emotional support or resources; pleasurable or fun companionship---need to affiliate with others; can learn from each other---cognative development; social skills; social comparison re: self-image; context for greater intimacy, precursor for developing adult relationships.

### II. theories/stages:

A. Robert Selman, cognative theory: what children know about friendship.

1. Level 0 - (4 years and under) momentary friendships: geographic proximity, monetary/possession goods;

2. Level 1 - (4-9) One-Way Assistance - does something for you---ego-centric.

3. Level 2 - (8-12) Two-Way Assistance, Fair-Weather Friend; more give and take, but only while things are going well.

4. Level 3 - (12-15) Intimate mutual friend, trying to clone each; very possessive, emotional.

5. Level 4 - (15 and up) Autonomous Interdependent friendship; not as possessive, agree to disagree.

B. Friendship Behavior, John Gottman (3-9):

1. Social processes
  - 1) information exchange;
  - 2) communication clarity and connectiveness;
  - 3) establishing common ground;
  - 4) self-disclosure;
  - 5) positive reciprocity (joking and gossip);
  - 6) conflict negotiation;
  - 7) Negative gossip, slam books---find out what's not cool without becoming too vulnerable.  
friends did all the above; strangers did 1-3 and 6 and how well determined whether they'd become friends by session three. Panduite experiment; socially skilled Panduite liked more, girls like more (yaking)
2. Theory of Friendships and Behavior:
  - 1) 3-7, goal=coordinated smooth play;
  - 2) 8-12, goal=acceptance and intimacy;
  - 3) 13-17, goal=self-discovery

### III. **Sociometry:** measurement of peer status, popularity

A. Researchers: asked most popular, 3 least popular, best-friend, most like to work with, least like to work with

1. types:
  - a) popular (name on everyone's list);
  - b) rejected (actively disliked);
  - c) neglected (name doesn't show up at all);
  - d) average

2. Results:
  - a) stable? yes, popular doesn't fall to rejected, rejected rarely makes average, average can rocket up to popular, rejected child most at risk

B. Factors:

1. social behavior (best able to do social skills)
2. parenting:
  - a) discipline-authoritative (good);
  - b) soc. behavior (geeks have geeks)
3. physical:
  - a) dress;
  - b) facial attractiveness; body type: endomorph (fat); ectomorph (thin); mesomorph (average);  
maturation: boys=good, girls=not so good

child notes 5-5-92

**THE RIOTS:**

    talking about Rodney King and verdict---talk about.  
blue eyes/brown eyes

    3rd graders: ego-centric/concrete thinkers: sees fires on  
TV, assure child that fires will not get to them---explain in  
terms that make sense to them, eg., best friend borrows a  
favorite toy promising to return it, but never does.

**Friendship:**

III. Sociometry (popularity)

B. Factors

1. social behavior
2. parenting; authoritative, social skills=pop kids
3. physical:
  - a. facial---cute girls more okay, than more;
  - b. body types---endomorphs not good;
  - c. role of maturation: late good for girls, early good for boys.
  - d. names: weird names, names that rhyme to easily=explanation: nerd parents use nerd names therefore parent modeling and not name.
  - e. ordinal position: later born more popular, born into social network (modeling from older siblings), learn social skills (compromise) within family, folks more at ease.
  - f. race. majority race has more popular students.
  - g. SES. depends on composition of school=average school, rich kids more popular. low SES school=social/athletically gifted=popular. good looking/socially skills/smart
  - h. gender/sex. elementary school females = intensive friendships (talking, sharing, intimacy); elementary school males = extensive friendships (group competitive activities = sports)--- boys don't talk a lot.

child notes 5/7/92

Treatment for rejected children

1. shaping
2. modeling
3. coaching

## THE FAMILY

I. **SOCIALIZATION:** process by which children learn beliefs, behaviors, and values appropriate to the society.

1. promote personal growth
2. regulate child's behavior
3. maintain social order

## II. RESEARCH

A. It's new

1. questionnaires, surveys, and interviews.  
problem: bias answers, no "real" observation.
2. analogue experiment  
- the experimenter acts similar to the way parent acts toward the child, done in lab.

B. Problems to date:

1. bias, white middle class sample
2. researcher bias
3. historical and societal changes (divorce, career, etc.)
4. reciprocal influence = child --> parent

\* Family is a complex social system: \*

- 1) multiple interdependent roles
- 2) reciprocal influence
- 3) ethnicity and SES
- 4) dev. change in age

## III. MIDDLE SCHOOL AGE CHILDREN

A. change with parents

1. time - less time spent with child
2. issues - homework, chores, and friends
3. anger - intense anger with school age children
4. discipline - corregulation shift (more to authoritative style).

TYPES:

- a) authoritarian \
- b) authoritative > Baumrind's 2 categories
- c) permissive /
- d) authoritarian with rejecting parent
- e) permissive with rejecting parent

Child notes 5-12-92

\*\*\* MISSING NOTES FROM 5/7??? \*\*\*

review letter/interview:

physical development

teachers & schooling

happiest achievement:

unsettling event/frightening event

popularity & friends

future occupations

routines & family: how important!

interview letters: very interesting similarities in these respondents answers regarding physical maturation and effects, popularity, and family support.

#### DISCIPLINE?

1. time

2. issues

3. anger

4. discipline = coregulation shift; more of an authoritative, both parent and child responsible for discipline; research by Diane Baumrind:

a. authoritarian---"I say"; compulsive-aggressive

b. authoritative: "we say"; energetic - friendly

c. permissive: "you say"; impulsive - aggressive

d. authoritarian + rejecting: suicide

e. permissive + rejecting: run-ins with the law

child responses:

..... energetic - friendly

..... compulsive aggressive

1.

\*\*\*\*\*

\*

2.

\*\*\*\*\*

\*

3.

\*\*\*\*\*

\*\*\*\*\*

control      maturity      commun.      nurturance

#### DIVORCE

I. Statistics: Why divorce not studied following WWII --- few children, no "impact" ---- divorce/single parent/step-parenting; 80% men remarry after 3 years - median; "tender years" doctrine = Freud, mother and child, cruel and unusual punishment; women = .63 for every dollar made by men; 43% divorced mothers less than 10,000;

II. Factors related to divorce:

1. less influence of religion;

2. women's movement: explored options outside the home; economic independence,

3. higher frequency of interaction with other people (potential mates);

4. lower death rate
5. geographic -- Nevada = highest; Mass = fewest.
6. father involvement (two boys versus two girls) - experiment/corelational
7. children of divorce more divorce.
8. lowest SES = higher divorce rate

higher education = males less divorce; women slightly more divorce.

child notes 5/14 (c/o flea)

**Guest Speaker:**

**I. Social Construction of Gender:**

Children's ideas of what it means to be girls or boys and influence them:

- A. parents' influence
- B. Media: see below
- C. Superficial
- D. Toys
- E. School & Teachers
- F. Peers
- G. Religion
- H. Organized activities

**Film:** male directors, separate male and female awards; pen protray actions & heroes; portray sex-typed occupations (male is cook, female is secretary, etc.)

**Focus on Parents:**

1. 1974 - Eye of the beholder study by Provenzano, Lurio, and Rubin - gender was described right after birth with father's being more stereotyped.
2. "Baby X" studies with 1 & 2 year-olds; dressed up boys in dresses and presented it to strangers; found physical roughness with boys and talk more with girls.
3. Fagot studied 1-year-olds falling down and parents' reaction.
4. Verbal communication; girls get feelings and emotions; use more words about feelings.
5. non-verbal communications; wide range of emotions to daughters; expressed anger is not allowed with girls; girls are better at decoding facial and body expressions.

## child notes 5-19

### DIVORCE

#### I. stats

#### II. factors

#### III. effects on children

A. Stages in ch adjustment to divorce: stressful- torn away from primary attachment figures; money; disrupt environment; negotiating parental conflicts; blame; parents: sense of failure, 'cause they believe in marriage.

1. Crisis phase: short, separation, 1 or 2 years; a fare amount of stress.

2. Adjustment phase:

A. 4 or 5 years, some adjust slowly, some quickly.  
B. Age of Child: yes, it's a factor.

1. 2 - 4 year-old: poor understanding of what's going on, no sense of reasons why, but knows something is wrong; behavior: increased withdrawal, if recently potty trained ---increased bed wetting, "accidents"

2. 5 - 8 year-old: more agressiveness, more moodiness; self-blame (ego-centric).

3. 9 - 11 year-olds: anger, aggression, aware that others have perceptions of self---feel very hurt, embarrassed by parents; nurture hope for reconciliation.

4. 11 years plus; they understand better, more accepting; can disengage from family unit to friends for duration of storm. early entry into "adult" behavior: sex

C Temperment

D. Sex of child:

boys: do worse following divorce; boys raised by mothers, projection of hostility with father toward son; exposed to more conflicts; more harsh toward son;

girls: ?

E. sex roles;

boys: more feminine characteristics (5 years and under)

girls:

high SES = withdrawn

low SES = more agressive

F. parenting/support: authoritarian; decrease of nurturing....

G: grandparents; support vs. parents

H. siblings; provide support, empathy

I. schools/peers: . . . kids with one close friends get closers

J. Academic Achievement: goes down;

#### IV. Remarriage:

boys and girls adjustment: boys do better; girls feel more abandoned

## child notes 5-21

### DIVORCE

#### III. Effects

#### IV. Custody

##### A. Sole

##### B. Joint

1. Physical - lives at both homes
2. Legal - legal responsibility, big time mess . . .  
got to put the children first.

C. Conflicted intact? should you stay together for the sake of the kid---not good for kids. Working/intact, divorce, conflict/intact---better to divorce than remain conflicted.

### Temperament & Personality

#### I. T & P

##### 1. Chess...

##### 2. Issues

- A. Stability - yes
- B. Heredity - yes
- C. Ethnicity - yes: differences of style: Chinese, Indian, Afro, American
- D. Sex difference - no!
- E. Goodness of fit = child temperament match with environment: maximize the fit, eg., "slow to warm" - go to school early, hang around longer.

### Sex Role Development

#### I. Developments

##### A. gender awareness: missing, sense of gender

1. gender identity - 3 yrs. - cognitive self knowledge, 100% kids know. Can ask, boys, "I want to grow up to be a mommy."
2. gender constancy - 4-7 yrs. know that it remains fixed.

##### B. Developments in sex typed behaviors:

1. toy preferences: yes, 14 months---sex-typed toys, boys more likely to show preferences, more likely to avoid female-typed toys. Why? What do parents do, kid's toy/room choices. Dad more sex traditional in toys
2. playmates: yes, most strong in middle school age
3. parents: yes, strong influence but not only influence
4. age differences: yes, most rigidly sex-typed: middle school age (3rd-6th grade); knowledge of acting boy or girl - formal operations 11,12 abstract ideas
5. low SES more traditional
6. TV ---- more than 25-30 hrs. a week = more sex-typed

#### II. Theories:

##### A. Biology -

1. differences based on X and Y chromosomes: 23rd chrom - XX with pre-natal androgen drug - females with male

looking genitalia, 1/2 children - 18 months --->  
changed to daughter I.D.; 1/2 children - 3 years --->  
changed to daughter - 3 year olds had it more  
difficult.

2. English twin boys, accident, one becomes girl,  
adjusted.

3. Cross-cultural changes.

B. Freud:

1. Oral (0-1);
2. Anal (1-2);
3. phallic (3-6);
4. latency (7-11);
5. genital (11 yrs.);

boys= Oedipus - castration fear; Girls - Electra -  
penis envy; I.D. with same sex parent.

5/21

Temperament & Personality

## I. Temperament and Personality

A. Thomas, Chess, &amp; Birch (1970) study and types:

- \* 1. easy-40%
- \* 2. difficult-10%
- \* 3. slow to warm-15%

B. Stability, heredity, sex differences, "goodness of fit"-

Mixed type 35% yes

Sex Role Development

## I. Developments

A. Gender awareness:

1. gender identity- 3 yrs
2. gender constancy- 4-7 yrs

B. Developments in sex typed behaviors:

1. toy preference-
2. playmates-
3. parents-
4. boys and girls-
5. age differences-
6. social class-

Chin  
Ind  
Afr  
Amer.

## II. Theories of Sex Role Development &amp; research evidence:

A. Biological Theory-

B. Psychosexual Freudian Identification Theory-

C. Behaviorist &amp; Social Learning Theory-

D. Kohlberg's Cognitive Theory-gender schemas/rigidity.

## III. New Directions: gender awareness - then cognition

A. Traditional expressive vs. instrumental orientations-

B. Androgyny and research

Comb of expr. & instrm - best female make better to be instrm  
than expressive

# C325: FINAL EXAM 592

18 multiple choice, 2pts = 36  
 10 true-false, 2pts = 38  
 6 fillin, 1 pt = 6  
 1 essay, 20 pts = 20  
15 extra credit = 15  
115

Pay careful attention to all terms/concepts in class & in textbook. Know notes in detail. Read book carefully & focus on pages below too! Pay attention to handouts!

## LECTURES

### Play & Peers

- definition
- theories, research, terms! (e.g. Freud, Erikson, Piaget, Sullivan)
- know research studies/effects of play

### Divorce

- Know all factors rel. to divorce!
- Know effects of divorce: age, sex, parenting, stages, sex role dev, schools, peers, sibs, grandparents, custody, remarriage

## TEXTBOOK

### Ch 2: Temperament Only

- know temperament, p.59-64

### Ch 9: Families

- know parenting styles, p.262-266
- know cultures & especially child maltreatment, p.266-270
- know siblings, p.270-272 in detail
- know family changes, p. 273-278

### Ch 10: Peers

- know peers, p.286-293 in general

### Ch 11: Media

- know TV research, p.298-302
- know computers, p. 302-304

## Friendship

- know Selman stages
- Goffman's stages, terms, & social processes
- know sociometry research & types
- popularity factors (e.g., parents, physical, birth order, race, SES, sex, training)

## Temperament

- know types
- stability, heredity, sex diff, goodness of fit

## Family

- socialization & family systems research
- research on family terms
- parenting middle school age children
- gender
- gender identity & constancy dev. in sex typing
- know 4 theories of sex role dev. & research evd
- 4 new directions research
- Dr. Boyatzis' guest lecture & research discussed.

## Ch 13: Self & Identity

- skim entire chapter, but focus on parent-child rel, group identity, & ethnicity, p. 354-357

## ESSAY

- one essay worth 20 pts on divorce

## Ch 14: Gender

- know gender & influences in detail! ex: biol. influ., p. 369-370
- social " , p. 370-372
- media " , p. 374-375
- cognitive " , p. 375-378
- know gender diff/simil., p. 385-389
- know gender role classific. p.389-390
- know Feminist perspective, p.389-390
- know ethnicity & gender, p. 392-394

## ANNUAL EDITIONS: 1 T-F each

10 - p. 58-59 = know section on "The Schools We Need"

18 - p. 100-101 = know boxes on these 2 pages

19 - p. 107-108 = know "empathy + prejudice"

20 - SKIP!

22 - know general point of article

24 - p. 126-127 = know research on causes related to bullying

27 - p. 142-143 - know "middle/sec. classroom" + "preservice Edur"

32 - SKIP!

36 - p. 189 = know facts about AIDS

Dr. Junn, Child Development Department

C325 PERSONAL INTERVIEW PAPER

This is a three-part assignment. In the first part (see page 2), you are to write a letter to your child (or to your imaginary child if you currently do not have children), on the occasion of their tenth birthday) about what your middle childhood years were like. In writing this letter you are to address all of the points outlined on page two. In the second part of the assignment, you are to interview someone else who is quite different from you (e.g., by sex, ethnicity, age, background, etc.,) about their middle school age years using the questions outlined on page three. The last part of the assignment asks you to summarize your reaction to this paper and what you learned from it, and more importantly, your ability to relate the information in your letters to theory and research information from class and the readings.

You will be graded on how completely you address all of the points of the assignment and how well you integrate what you have learned from class (lecture and textbook material) with this assignment.

This assignment is NOT designed to be intrusive, painful, or problematic for you. On the contrary, this assignment is designed to give you a chance to do some self-reflection and deeper thinking about developmental issues and the middle school age years. In particular, I hope that this assignment will give you the opportunity to combine or integrate what you have learned from class and the readings with your own personal life experiences in some meaningful and potentially useful or constructive way. If you have any individual concerns, questions, or comments about this assignment, please come and see me personally and we can discuss any of these issues together.

You and your anonymous interviewee's responses to the questions below will be kept strictly confidential. No one else besides me will have access to what you have written. If you or the person you interview does not want to answer a question, have them simply state why and go on to the next question. I hope you will use this assignment in a constructive and enlightening way to enrich your thinking and understanding on a number of important developmental and personal issues. You may also wish to attach a photograph of yourself during your school age years to your letter; everything will be returned to you intact and without my comments on your actual letter so that you can deliver this letter to your child someday if you choose. So have fun with it--you might learn some very interesting information!

I. Letter to your own child:

In first this letter, you must write to your own child, either real or imaginary, on the occasion of their tenth birthday about your past experiences and feelings when you were between seven and twelve years of age. If you do not have children, just start the letter by acknowledging this fact and go on from there. (If you want, you may also wish to have your spouse or significant other do this part of the assignment as well!) In writing this letter you must address each of the points below. Remember, include a picture of yourself, if you have one, and try to integrate information you have learned from class with your answers wherever relevant.

- (1) Briefly describe what you looked like and how you felt about your own physical development during your middle school age years.
- (2) Describe what sort of school you went to and your feelings or attitudes about learning and your school. Think back and discuss your favorite teacher in elementary school and why; do the same for your least favorite teacher as well. What sort of student were you?
- (3) Describe your most memorable or happiest achievement during your elementary school years.
- (4) During your elementary school years, was there any especially memorable incident that made you particularly sad or upset? Please describe the situation to your child. How was the situation resolved? Can you think of some other way you would have wished the situation was handled in a more constructive way now?
- (5) Who was/were your best friend(s) in elementary school? Do you remember how you became friends or what sorts of things you liked to do best together? Did you ever get into disagreements with your best friend? What happened? Do you still keep in contact with these friends today?
- (6) In terms of class popularity, if you had to make a guess, what crowd or group would you have been in during your elementary school years? Who were the most popular kids, and what were they like, or what sorts of things did they typically do? What about the least popular kids?
- (7) When you were in elementary school, what did you want to grow up to be and why?
- (8) Briefly describe what your family was like. For example, you might describe what a typical day and/or week would be like for you during this time.
- (9) What was the most frightening, dangerous, or scariest situation or topic that you first had experience with that you remember during this time? Do you think things are different for children today?
- (10) What words of wisdom, advice, or encouragement can you give to your child?

## II. Interview of another different individual:

In this second part of the assignment, you will need to locate someone who is very different from you to interview about their middle school age years. Try and choose someone who would be willing to talk openly and who is either a different age (e.g., your parent even!), sex, race, background, etc.,. A good idea might be to start by letting them read your letter above where you discussed the same questions for yourself. Remember, if they do not want to answer a question, respect their privacy and go on. Be open, warm, and sensitive as you conduct the interview.

- (1) Briefly describe what you looked like and how you felt about your own physical development during your middle school age years.
- (2) Describe what sort of school you went to and your feelings or attitudes about learning and your school. Think back and discuss your favorite teacher in elementary school and why; do the same for your least favorite teacher as well. What sort of student were you?
- (3) Describe your most memorable or happiest achievement during your elementary school years.
- (4) During your elementary school years, was there any especially memorable incident that made you particularly sad or upset? Please describe the situation to your child. How was the situation resolved? Can you think of some other way you would have wished the situation was handled in a more constructive way now?
- (5) Who was/were your best friend(s) in elementary school? Do you remember how you became friends or what sorts of things you liked to do best together? Did you ever get into disagreements with your best friend? What happened? Do you still keep in contact with these friends today?
- (6) In terms of class popularity, if you had to make a guess, what crowd or group would you have been in during your elementary school years? Who were the most popular kids, and what were they like, or what sorts of things did they typically do? What about the least popular kids?
- (7) When you were in elementary school, what did you want to grow up to be and why?
- (8) Briefly describe what your family was like. For example, you might describe what a typical day and/or week would be like for you during this time.
- (9) What was the most frightening, dangerous, or scariest situation or topic that you first had experience with that you remember during this time? Do you think things are different for children today?
- (10) What words of wisdom, advice, or encouragement can you give to your child?

## III. Integration and Reaction to this Assignment:

Integrate the information in your letters with existing research and theory and summarize your personal reactions to the entire assignment here.

DISCUSSION

11/16

As a writer my middle childhood has been the source of a great many feelings. The relationship between ones fiction and ones memory about a given age are not all that ~~separate~~. Some of my own memories are quite ~~similar~~ to those of a nine-year old named Briff, the main character of a novel in the works. So when I have to reflect on my own childhood and not fictionalize it, I find myself on confusing territory. <sup>3?</sup>

For much of my middle childhood years I was small to average in height and weight, relatively short dark brown hair, and brown eyes that I could never keep open when I smiled. My skin was tanned but not really dark (especially compared to my dad who spent all of his time outside). From what I can remember being darker than most of my classmates never became an issue until Junior High. Having darker skin was like having red hair or freckles, or funny colored eyes---it was something that we used to identify each other as kids, but it wasn't an issue.

When my family moved to Mission Viejo in the middle 1960s the place had no elementary school, ~~so~~ I was bused to the closest school in El Toro. My first school memory to this new place was being told by my mom that my school's name was "Gates School". When the bus came bearing the name "Taylor School Bus" I figured that that was for a different school and let it go by. I remember standing around on that corner for a long time before a neighbor confirmed my worst fears---the bus that I had let go by was my bus. Fortunately I've forgotten what my mother's specific reaction was but I remember wanting to never ~~again~~ have my mom drive me to school.

Me and buses, we've long had a strained relationship. One of the few times I remember my father becoming angry ~~about~~ at that was related to school was when I got reported for spitting out the window of the bus (of course I was sitting toward the front when I did it). Actually I guess I can blame or credit my misfortune with buses for me meeting a kid named Eddie McConnell, who eventually became my best friend.

In the anxiety of missing that bus on the first day I was mister eagle-eyes on the bus ride home. The next day I noticed a blond kid in my class who rode the same bus. As a matter of survival I decided to follow this kid around until I got the hang of the complicated bus schedule. It didn't take him long to notice that I was following him around (I hadn't bothered to fill him in on my plan) and we eventually became life-long buddies.

Mission Viejo was a new community in those days so everyone's yard was in the same stage of "development" (years later my high school architecture teacher would call it "Early American Dirt Clod"). McConnell's house stood near the top of a hill and his backyard opened out to a wide undeveloped valley. His folks had put in a lawn. I remember how that flat green lawn stood out in the bright blue sky that seemed to go on forever. I learned to play football in that backyard and broke a surveyor's marker trying to catch Eddie as he ran along the sidelines for a touchdown.

one tree

It was a pretty big school.  
B. The walk was boorish

1. We went to school in El Toro for two years. One year we had double sessions with half the school going in the morning and the other half going in the afternoon. The next year we went to a new school in Dean Homes, which was still far enough away for us to be bused. I remember both McConnell and I missing the bus one morning and his dad had take us to school in his truck. He was listening to KFI and had a cup of coffee for the drive. It was odd, he didn't seem at all annoyed to have to take us to school. We got to class just in time for the first bell. The last few years of elementary school McConnell and I attended another new school, Linda Vista, that nearer our homes.

2. I remember being a happy kid in school, if not a little ~~precocious~~. Most of my report cards were positive, a lot of "S"s and "O"s except in citizenship. I had a consistent predilection toward talking or making noises at the wrong moments. Besides missing the bus, one of my first memories of middle elementary school was getting up during a math lesson to go to the back of the classroom to get a drink of water and being sternly warned by the teacher to quit whistling. I didn't even realize that I had been whistling.

3. It was probably to my favor that I changed schools as frequently as I did. My grades kept me afloat and I moved onto the next school before my mouth could torpedo my efforts. Had my middle elementary school teachers had access to my earlier teachers it might have been different. *From the wizard or*

4. When I was in first grade my teacher became so fed up with my constant chatter that she actually attempted to tape my mouth shut with a wide strip of masking tape. It worked for a while, until I discovered that I could move my lower jaw if I licked the tape. I felt like the tin man with the tape over my mouth but my jaw free to talk. My teacher was furious. She sent me to the principal's office and told me to explain to him how it was that I managed to talk with masking tape over my mouth. In my childish first-grade innocence, that is exactly what I did when I got to the principal's office. I tried to explain to him how one talks with tape over *their* mouths.

5. I was a member of the "average" crowd *in* terms of popularity. I never thought of myself as being part of the popular crowd. Even in elementary school the popular ones were the ones with the cool clothes. The popular boys were the athletic superstars and the popular girls were the beauty queens, even in elementary school. As the class clown I was afforded a certain amount of attention, which I liked, but I never felt like I was in the popular crowd.

6. I was enough years behind my two older sisters to not have to put up with being compared with them when I reached their grades. Besides, we were going to new schools for the first four or five years so my teachers had never met either of my sisters by the time I was in their classes. I don't know if my reputation had an adverse on my younger brother or sister. I do remember that my brother became quite competitive with me when we got into high school (everything that I did, he had to do better).

8.

During those middle childhood years

sixth

My father seemed to be a little absent when it came to teaching me stuff like sports. On my ~~seventh~~ or ~~eighth~~ birthday my dad got me my first baseball mit. It was a right-handers glove. I guess he didn't notice that since I was old enough to hold my own spoon I'd been left-handed. Money and things being the way they were in those days, my sisters taught me how to play baseball using that right-handers mit. When we moved to the Mission Viejo house he was pretty good at teaching me stuff like mowing the lawn and raking the leaves<sup>1</sup>. ~~when I got older~~

'DAD' →

MOTHER DAY

<sup>1</sup>See enclosed unpublished short story, "Afternoon With Dad."

## Childhood memories of Dad

(better version in SEX AND THE SINGLE BRAIN CELL)

"David! Put your pencils and paper away and go help your father in the backyard!"

"Yes mom," He sighed.

"Did you hear me, young man?! I'm sure your father would like to sit around in here all day too. Go see what you can do to help him."

"Yes mom." The only time he'd ever seen his father sit around on a Saturday was when he had pneumonia or something, and that was so long ago he could hardly remember when it was. Dad wouldn't know that to do with himself if he didn't have some trees to prune or lawn to mow or patio to build. He'd probably start vacuuming if he found himself locked in the living room long enough. Sit around? It wasn't in his vocabulary.

"Hi *mijo*."

"Hi dad. Mom wants me to see what I can do to help you."

"Here, take these clippers and cut those branches so we can get them into the trash cans." He handed David the clippers with the bright orange handles. Under the simmering blue sky his father stood on the ladder above him trimming the olive tree, the sweat rolling off his brow and down his chin. David leaned over a pile of olive branches clipping them into two foot sections under the continual shower of more branches and olives. He was too small to use the clippers with one hand, but when he tried to use two hands the branch would slip out or worse, he'd pinch his palm with the handles.

"You having problems, *mijo*?"

"No." That was the standard answer. Actually he wanted to cry. Only nine years old and he feared he'd spend the rest of his life trying to cut this ever-growing pile of branches.

"Here," his father took the clippers away from him, "why don't you get the rake and start raking up the olives." David wandered down the slope to the side door of the garage. Inside it was dark and full of his father's tools. He could smell freshly cut grass and machine oil from the lawn-mower and this strange scent that the liquid fertilizer gave off. He looked up to a wall covered with hoses, bags of cement, coffee cans of nails and bolts, a stack of two-by-fours, an oily push mower, an old mattress, and off to the very back, a rack of shovels and brooms and rakes. He grabbed the big bamboo one. It was his favorite, probably because it was the one his older sister liked and they'd always fight over who got to use it. She always won.

By the time he got back to the olive tree with the bamboo rake his father had finished cutting the branches into sections and putting them into the trash cans. He was presently on his hands and knees pulling weeds out near the back fence. He turned around and looked up at David. "Well, don't just stand there, get some of those leaves up," he said. There was something about him that filled David with a nervous anxiety but at the same time he had a deep affection for his father. He never found out

whether his father believed the old adage that "A child is better seen and not heard," but by their one-word conversations he'd guess so.

"David!" he'd say. "Your mother and I got a note from your school teacher that you've been spitting out the bus window again."

"Well, I . . ."

"Where do you pick up these dirty habits?"

"Well, I . . ."

"What are we going to have to do to you?"

"I . . ."

"Go to your room, you filthy *cochino*. I don't want to see you until dinner," David would start to shuffle off, "And you're on restriction for two weeks!"

He sat and thought, "The strong arm that'd swat me in the back of the head when my mom told him to straighten me out was the same one that would lift up me and my younger brother up to screw on the lights of our Christmas tree. The eyes that helped me figure out why my kite wouldn't fly could look right through me into my guilty soul when I'd stolen a battery from the drug store. My friend's dads were either real fun to be with or old grumps that no one wanted to visit. But my dad, I never quite understood the strange way that I loved him."